



# Bainbridge-Guilford Central School District 2024-2025 Budget EDITION

LOCAL	STATE	FUND BALANCE	OTHER	TOTAL
<i>Property Taxes &amp; STAR Revenue</i>	<i>State Aid</i>	<i>Use of Reserves &amp; Fund Balance</i>	<i>Tuition, Use of Bldg, Interest, etc.</i>	<i>Revenues</i>
<b>\$7,241,777</b>	<b>\$15,706,809</b>	<b>\$650,000</b>	<b>\$694,316</b>	<b>\$24,292,902</b>

## Message from the Board President & Superintendent

As we look forward to the next school year, the 2024-25 proposed budget includes a calculated tax levy increase of 2.73%. Our goal was to collaboratively develop a budget aligned with our strategic plan. One that creates a safe positive learning and work environment for our students and staff, while being sensitive to our taxpayers.

The proposed 2024-2025 Bainbridge-Guilford Central School District spending plan of \$24,292,902 is up 7.23% from the 2023-2024 school budget with major budget drivers being the addition of an After-school Program previously funded by a stimulus grant and increased special education costs.

Please plan on attending our Budget Hearing in person at the Jr/Sr High School Conference room on Tuesday, May 14th, 2024 at 6:00 p.m. Your input is always welcomed. The school budget vote is Tuesday, May 21st from Noon to 9:00 p.m. at the Guilford Elementary School in Guilford and the Greenlawn Elementary School in Bainbridge. Please don't hesitate to contact the school at 607-967-6321 if you have any questions.

Sincerely,  
*Keith R. Hanvey*, BOE President  
*Timothy R. Ryan*, Superintendent of Schools

## BUDGET HEARING

TUESDAY, MAY 14, 2024  
6:00 P.M.

*Bainbridge-Guilford  
Jr/Sr High School  
Conference Room*

## BUDGET VOTE

*& Board Election:*

TUESDAY, MAY 21, 2024  
NOON – 9:00 P.M.

## VOTING LOCATIONS:

*Greenlawn Elementary School  
Guilford Elementary School*

## VOTER QUALIFICATIONS

You are an eligible voter if you are:

1. Citizen of the United States.
2. Eighteen years of age or older
3. A resident of the school district for at least 30 days before the vote
4. Not otherwise disqualified to vote by law
5. Registered to vote

For more information regarding voter qualifications and voter registration please visit the BUDGET page of the school district website at [www.bgcd.org](http://www.bgcd.org)

## PROPOSED BUDGET

**\$24,292,902**

## PROPOSED TAX LEVY INCREASE

**2.73%**

## Capital Outlay Project to Focus on Improving Safety and Security

The Bainbridge-Guilford Central School District has included a \$100,000 Capital Outlay project in the 2024-25 school budget that focuses on improving safety and security at our Jr/Sr High School. This money will be used to reconstruct failing concrete sidewalks and steel railing at the Jr/Sr High School Gymnasium entrance as well as replacing door hardware on a number of interior doors.

**“ENSURING HIGH LEVELS OF LEARNING FOR ALL”**

*Current Resident or*

**ECRWSS  
Boxholder**

**BUDGET HEARING**

Tuesday, May 14, 2024 • 6:00 p.m.  
Bainbridge-Guilford Jr/Sr High School  
Conference Room

**PROPOSED TAX  
LEVY INCREASE**

**2.73%**

**BUDGET VOTE**

Tuesday, May 21, 2024 • Noon – 9:00 p.m.  
**VOTING LOCATIONS:**  
Greenlawn Elementary School  
Guilford Elementary School

**THREE-PART BUDGET**

Chapter 436 of the 1997 Laws of New York State states that a school district’s proposed budget must be presented to voters in a three-part format. Below you will find the proposed 2024-2025 budget in that format along with comparative data from the current year’s budget.

**PROGRAM**

CURRENT YEAR.....	\$14,644,916
PROPOSED 2024-25.....	\$16,028,104
PERCENT CHANGE .....	9.44%

The Program Component includes all expenses related to the delivery of instruction to students, including instructional salaries and benefits, libraries, pupil services, extracurricular and interscholastic activities, and the afterschool program.

**CAPITAL**

CURRENT YEAR.....	\$4,141,644
PROPOSED 2024-25.....	\$4,290,177
PERCENT CHANGE .....	3.59%

The Capital Component includes the cost of operating and maintaining the district facilities, expenses related to debt service, and money for small capital outlay projects that may be included in the budget being put forth.

**ADMINISTRATION**

CURRENT YEAR.....	\$3,868,914
PROPOSED 2024-25.....	\$3,974,621
PERCENT CHANGE .....	2.73%

The Administrative Component includes costs for central and building administration, Board of Education expenses, legal expenses, liability and accident insurance, memberships in various organizations, district share of BOCES administrative costs, school safety and security, and applicable employee benefits for this category.

CURRENT BUDGET .....	\$22,655,474
PROPOSED BUDGET.....	\$24,292,202
BUDGET CHANGE .....	7.23%

**ITEMS APPEARING ON THE BALLOT**

**PROPOSITION FOR PROPOSED SCHOOL BUDGET**

At the annual meeting, voters will have the opportunity to vote on the annual budget proposition which will appear on the ballot as follows:

*“Shall the Board of Education of the Bainbridge-Guilford Central School District be authorized to expend the sum of \$24,292,902 as a general fund appropriation for the 2024-2025 school year and to levy the necessary tax therefor?”*

**PROPOSITION FOR THE PURCHASE OF SCHOOL BUSES**

Voters will be presented with a proposition to allow the district to purchase two (2) school buses at a cost not to exceed \$320,000 which will be raised by a tax upon the taxable property of the district to be levied and collected in annual installments over a 5-year period.

**ELECTION OF BOARD OF EDUCATION MEMBERS**

The following upcoming vacancies on the Board of Education are to be filled:

- A three-year term (July 1, 2024 - June 30, 2027), presently held by Keith Hanvey
- A three-year term (July 1, 2024 - June 30, 2027), presently held by Rebecca Sullivan
- A three-year term (July 1, 2024 - June 30, 2027), presently held by Gordon Daniels

The individuals receiving the highest number of votes shall be elected to the vacancies.

**ESTIMATED TAX LEVY IMPACT**

ASSESSED VALUE *	TOTAL TAX BILL		CHANGE	
	CURRENT	PROPOSED	ANNUAL	MONTHLY
50,000	857.00	880.50	23.50	1.96
75,000	1,285.50	1,320.75	35.25	2.94
100,000	1,714.00	1,761.00	47.00	3.92
150,000	2,571.00	2,641.50	70.50	5.88

*The chart above shows an estimate of the projected tax increase for homes of different assessed values.*

*Actual tax rates are affected by many factors beyond the school district’s control such as assessed values, equalization rates, and exemptions.*

*\*Assessed values are shown at 100% of Full Market Value (District townships may be assessed at less than full value).*

# **Budget Statement**

**BAINBRIDGE-GUILFORD CENTRAL SCHOOL DISTRICT**  
**2024-25 PROPOSED BUDGET**  
**3-Part Budget Projected Expenditures**

Account	Description	2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change	
<b>Administrative Component</b>						
1010.400	Contractual & Other	*	14,380.00	11,620.00	-2,760.00	-19.19%
1010.450	Materials & Supplies	*	500.00	750.00	250.00	50.00%
1010.490	BOCES Services	*	1,000.00	750.00	-250.00	-25.00%
<b>1010</b>	<b>BOARD OF EDUCATION</b>	****	<b>15,880.00</b>	<b>13,120.00</b>	<b>-2,760.00</b>	<b>-17.38%</b>
1040.160	Non-Instructional Salaries	*	5,117.00	5,373.00	256.00	5.00%
<b>1040</b>	<b>DISTRICT CLERK</b>	****	<b>5,117.00</b>	<b>5,373.00</b>	<b>256.00</b>	<b>5.00%</b>
1060.400	Contractual & Other	*	1,900.00	1,900.00	0.00	0.00%
1060.450	Materials & Supplies	*	200.00	200.00	0.00	0.00%
<b>1060</b>	<b>DISTRICT MEETING</b>	****	<b>2,100.00</b>	<b>2,100.00</b>	<b>0.00</b>	<b>0.00%</b>
1240.150	Instructional Salaries	*	160,568.00	168,436.00	7,868.00	4.90%
1240.160	Non-Instructional Salaries	*	42,850.00	44,306.00	1,456.00	3.40%
1240.400	Contractual & Other	*	2,009.00	2,120.00	111.00	5.53%
1240.450	Materials & Supplies	*	4,320.00	4,836.00	516.00	11.94%
<b>1240</b>	<b>CHIEF SCHOOL ADMINISTRATOR</b>	****	<b>209,747.00</b>	<b>219,698.00</b>	<b>9,951.00</b>	<b>4.74%</b>
1310.160	Non-Instructional Salaries	*	245,675.00	256,810.00	11,135.00	4.53%
1310.400	Contractual & Other	*	60,924.00	65,170.00	4,246.00	6.97%
1310.450	Materials & Supplies	*	2,500.00	3,500.00	1,000.00	40.00%
1310.490	BOCES Services	*	75,463.00	78,682.00	3,219.00	4.27%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
<b>1310</b>	<b>BUSINESS ADMINISTRATION</b>	****	<b>384,562.00</b>	<b>404,162.00</b>	<b>19,600.00</b>	<b>5.10%</b>
1320.400	Contractual & Other	*	20,500.00	21,000.00	500.00	2.44%
<b>1320</b>	<b>AUDITING</b>	****	<b>20,500.00</b>	<b>21,000.00</b>	<b>500.00</b>	<b>2.44%</b>
1330.160	Non-Instructional Salaries	*	3,605.00	3,785.00	180.00	4.99%
1330.400	Contractual & Other	*	4,000.00	4,000.00	0.00	0.00%
<b>1330</b>	<b>TAX COLLECTOR</b>	****	<b>7,605.00</b>	<b>7,785.00</b>	<b>180.00</b>	<b>2.37%</b>
1345.490	BOCES Services	*	5,801.00	5,848.00	47.00	0.81%
<b>1345</b>	<b>PURCHASING</b>	****	<b>5,801.00</b>	<b>5,848.00</b>	<b>47.00</b>	<b>0.81%</b>
1420.400	Contractual & Other	*	25,000.00	25,000.00	0.00	0.00%
<b>1420</b>	<b>LEGAL</b>	****	<b>25,000.00</b>	<b>25,000.00</b>	<b>0.00</b>	<b>0.00%</b>
1430.400	Contractual & Other	*	9,800.00	9,800.00	0.00	0.00%
1430.490	BOCES Services	*	26,632.00	28,422.00	1,790.00	6.72%
<b>1430</b>	<b>PERSONNEL</b>	****	<b>36,432.00</b>	<b>38,222.00</b>	<b>1,790.00</b>	<b>4.91%</b>
1460.160	Non-Instructional Salaries	*	3,198.00	3,358.00	160.00	5.00%
1460.490	BOCES Services	*	16,208.00	21,833.00	5,625.00	34.71%
<b>1460</b>	<b>RECORDS MANAGEMENT OFFICER</b>	****	<b>19,406.00</b>	<b>25,191.00</b>	<b>5,785.00</b>	<b>29.81%</b>
1480.150	Instructional Salaries	*	0.00	0.00	0.00	---
1480.160	Non-Instructional Salaries	*	3,145.00	3,302.00	157.00	4.99%
1480.200	Equipment	*	4,500.00	7,000.00	2,500.00	55.56%
1480.400	Contractual & Other	*	0.00	0.00	0.00	---
1480.450	Materials & Supplies	*	2,000.00	3,000.00	1,000.00	50.00%
1480.490	BOCES Services	*	45,841.00	47,600.00	1,759.00	3.84%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
<b>1480</b>	<b>PUBLIC INFORMATION SERVICES</b>	****	<b>55,486.00</b>	<b>60,902.00</b>	<b>5,416.00</b>	<b>9.76%</b>
1622.150	Instructional Salaries	*	2,300.00	2,550.00	250.00	10.87%
1622.400	Contractual & Other	*	116,275.00	147,890.00	31,615.00	27.19%
1622.450	Materials & Supplies	*	<u>3,750.00</u>	<u>3,750.00</u>	<u>0.00</u>	<u>0.00%</u>
<b>1622</b>	<b>SECURITY OF PLANT</b>	****	<b>122,325.00</b>	<b>154,190.00</b>	<b>31,865.00</b>	<b>26.05%</b>
1670.200	Equipment	*	0.00	0.00	0.00	---
1670.400	Contractual & Other	*	24,250.00	24,055.00	-195.00	-0.80%
1670.450	Materials & Supplies	*	33,000.00	43,000.00	10,000.00	30.30%
1670.490	BOCES Services	*	<u>116,000.00</u>	<u>124,000.00</u>	<u>8,000.00</u>	<u>6.90%</u>
<b>1670</b>	<b>CENTRAL PRINT &amp; MAILING</b>	****	<b>173,250.00</b>	<b>191,055.00</b>	<b>17,805.00</b>	<b>10.28%</b>
1680.150	Instructional Salaries	*	3,090.00	3,245.00	155.00	5.02%
1680.160	Non-Instructional Salaries	*	3,000.00	3,150.00	150.00	5.00%
1680.200	Equipment	*	0.00	0.00	0.00	---
1680.450	Materials & Supplies	*	500.00	500.00	0.00	0.00%
1680.460	Software	*	0.00	0.00	0.00	---
1680.490	BOCES Services	*	<u>671,964.00</u>	<u>668,370.00</u>	<u>-3,594.00</u>	<u>-0.53%</u>
<b>1680</b>	<b>CENTRAL DATA PROCESSING</b>	****	<b>678,554.00</b>	<b>675,265.00</b>	<b>-3,289.00</b>	<b>-0.48%</b>
1910.400	Contractual & Other	*	<u>86,425.00</u>	<u>98,925.00</u>	<u>12,500.00</u>	<u>14.46%</u>
<b>1910</b>	<b>UNALLOCATED INSURANCE</b>	****	<b>86,425.00</b>	<b>98,925.00</b>	<b>12,500.00</b>	<b>14.46%</b>
1920.400	Contractual & Other	*	<u>7,600.00</u>	<u>7,808.00</u>	<u>208.00</u>	<u>2.74%</u>
<b>1920</b>	<b>SCHOOL ASSOCIATION DUES</b>	****	<b>7,600.00</b>	<b>7,808.00</b>	<b>208.00</b>	<b>2.74%</b>
1981.490	BOCES Services	*	<u>177,187.00</u>	<u>198,930.00</u>	<u>21,743.00</u>	<u>12.27%</u>

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
<b>1981</b>	<b>BOCES ADMINISTRATIVE COSTS</b>	****	<b>177,187.00</b>	<b>198,930.00</b>	<b>21,743.00</b>	<b>12.27%</b>
1983.490	BOCES Services	*	285,942.00	298,845.00	12,903.00	4.51%
<b>1983</b>	<b>BOCES CAPITAL EXPENSES</b>	****	<b>285,942.00</b>	<b>298,845.00</b>	<b>12,903.00</b>	<b>4.51%</b>
2010.150	Instructional Salaries	*	16,000.00	17,625.00	1,625.00	10.16%
<b>2010</b>	<b>CURRICULUM DEVELOPMENT &amp; SUPERVISION</b>	****	<b>16,000.00</b>	<b>17,625.00</b>	<b>1,625.00</b>	<b>10.16%</b>
2020.150	Instructional Salaries	*	409,756.00	422,878.00	13,122.00	3.20%
2020.160	Non-Instructional Salaries	*	162,792.00	178,335.00	15,543.00	9.55%
2020.200	Equipment	*	0.00	0.00	0.00	---
2020.400	Contractual & Other	*	3,450.00	3,470.00	20.00	0.58%
2020.450	Materials & Supplies	*	7,079.00	6,720.00	-359.00	-5.07%
2020.490	BOCES Services	*	0.00	0.00	0.00	---
<b>2020</b>	<b>SUPERVISION - REGULAR SCHOOL</b>	****	<b>583,077.00</b>	<b>611,403.00</b>	<b>28,326.00</b>	<b>4.86%</b>
2040.150	Instructional Salaries	*	106,496.00	114,952.00	8,456.00	7.94%
2040.160	Non-Instructional Salaries	*	6,641.00	3,208.00	-3,433.00	-51.69%
2040.400	Contractual & Other	*	2,500.00	2,500.00	0.00	0.00%
2040.450	Materials & Supplies	*	774.00	724.00	-50.00	-6.46%
<b>2040</b>	<b>SUPERVISION - SPECIAL EDUCATION</b>	****	<b>116,411.00</b>	<b>121,384.00</b>	<b>4,973.00</b>	<b>4.27%</b>
2060.150	Instructional Salaries	*	7,000.00	6,000.00	-1,000.00	-14.29%
2060.160	Non-Instructional Salaries	*	4,500.00	0.00	-4,500.00	-100.00%
<b>2060</b>	<b>Research, Planning and Evaluation</b>	****	<b>11,500.00</b>	<b>6,000.00</b>	<b>-5,500.00</b>	<b>-47.83%</b>
2070.400	Contractual & Other	*	8,654.00	5,355.00	-3,299.00	-38.12%
<b>2070</b>	<b>INSERVICE TRAINING</b>	****	<b>8,654.00</b>	<b>5,355.00</b>	<b>-3,299.00</b>	<b>-38.12%</b>

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
9010.800	Employee Benefits	*	60,185.53	71,625.82	11,440.29	19.01%
<b>9010</b>	<b>STATE RETIREMENT</b>	****	<b>60,185.53</b>	<b>71,625.82</b>	<b>11,440.29</b>	<b>19.01%</b>
9020.800	Employee Benefits	*	82,369.05	85,000.69	2,631.64	3.19%
<b>9020</b>	<b>TEACHERS' RETIREMENT</b>	****	<b>82,369.05</b>	<b>85,000.69</b>	<b>2,631.64</b>	<b>3.19%</b>
9030.800	Employee Benefits	*	90,707.00	94,658.00	3,951.00	4.36%
<b>9030</b>	<b>SOCIAL SECURITY</b>	****	<b>90,707.00</b>	<b>94,658.00</b>	<b>3,951.00</b>	<b>4.36%</b>
9040.800	Employee Benefits	*	44,742.00	10,298.00	-34,444.00	-76.98%
<b>9040</b>	<b>WORKERS' COMPENSATION</b>	****	<b>44,742.00</b>	<b>10,298.00</b>	<b>-34,444.00</b>	<b>-76.98%</b>
9060.800	Employee Benefits	*	518,151.00	479,589.00	-38,562.00	-7.44%
<b>9060</b>	<b>HEALTH INSURANCE</b>	****	<b>518,151.00</b>	<b>479,589.00</b>	<b>-38,562.00</b>	<b>-7.44%</b>
9061.800	Employee Benefits	*	201.00	192.00	-9.00	-4.48%
<b>9061</b>	<b>FLEXIBLE SPENDING ACCOUNT FEES</b>	****	<b>201.00</b>	<b>192.00</b>	<b>-9.00</b>	<b>-4.48%</b>
9065.800	Employee Benefits	*	13,605.00	13,571.00	-34.00	-0.25%
<b>9065</b>	<b>DENTAL INSURANCE</b>	****	<b>13,605.00</b>	<b>13,571.00</b>	<b>-34.00</b>	<b>-0.25%</b>
9089.800	Employee Benefits	*	4,392.00	4,500.00	108.00	2.46%
<b>9089</b>	<b>EMPLOYER 403B CONTRIBUTION</b>	****	<b>4,392.00</b>	<b>4,500.00</b>	<b>108.00</b>	<b>2.46%</b>
<b>Totals For Administrative Component:</b>			<b>3,868,913.58</b>	<b>3,974,620.51</b>	<b>105,706.93</b>	<b>2.73%</b>

### Capital Component

1620.160	Non-Instructional Salaries	*	531,544.00	628,671.00	97,127.00	18.27%
1620.161	Non-Instructional Salaries	*	152,089.00	160,355.00	8,266.00	5.43%
1620.200	Equipment	*	94,600.00	93,500.00	-1,100.00	-1.16%
1620.400	Contractual & Other	*	192,569.00	172,619.00	-19,950.00	-10.36%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
1620.401	Utilities	*	499,492.00	524,375.00	24,883.00	4.98%
1620.450	Materials & Supplies	*	263,524.00	246,644.00	-16,880.00	-6.41%
<b>1620</b>	<b>OPERATION OF PLANT</b>	<b>****</b>	<b>1,733,818.00</b>	<b>1,826,164.00</b>	<b>92,346.00</b>	<b>5.33%</b>
1964.400	Contractual & Other	*	1,500.00	1,500.00	0.00	0.00%
<b>1964</b>	<b>REFUND ON REAL PROPERTY TAXES</b>	<b>****</b>	<b>1,500.00</b>	<b>1,500.00</b>	<b>0.00</b>	<b>0.00%</b>
5510.210	Purchase of Buses	*	88,000.00	43,000.00	-45,000.00	-51.14%
<b>5510</b>	<b>DISTRCT TRANSPORTATION SERVICES</b>	<b>****</b>	<b>88,000.00</b>	<b>43,000.00</b>	<b>-45,000.00</b>	<b>-51.14%</b>
9010.800	Employee Benefits	*	85,629.15	112,667.30	27,038.15	31.58%
<b>9010</b>	<b>STATE RETIREMENT</b>	<b>****</b>	<b>85,629.15</b>	<b>112,667.30</b>	<b>27,038.15</b>	<b>31.58%</b>
9030.800	Employee Benefits	*	52,299.00	60,359.00	8,060.00	15.41%
<b>9030</b>	<b>SOCIAL SECURITY</b>	<b>****</b>	<b>52,299.00</b>	<b>60,359.00</b>	<b>8,060.00</b>	<b>15.41%</b>
9040.800	Employee Benefits	*	25,797.00	6,566.00	-19,231.00	-74.55%
<b>9040</b>	<b>WORKERS' COMPENSATION</b>	<b>****</b>	<b>25,797.00</b>	<b>6,566.00</b>	<b>-19,231.00</b>	<b>-74.55%</b>
9060.800	Employee Benefits	*	271,815.00	292,864.00	21,049.00	7.74%
<b>9060</b>	<b>HEALTH INSURANCE</b>	<b>****</b>	<b>271,815.00</b>	<b>292,864.00</b>	<b>21,049.00</b>	<b>7.74%</b>
9061.800	Employee Benefits	*	116.00	123.00	7.00	6.03%
<b>9061</b>	<b>FLEXIBLE SPENDING ACCOUNT FEES</b>	<b>****</b>	<b>116.00</b>	<b>123.00</b>	<b>7.00</b>	<b>6.03%</b>
9065.800	Employee Benefits	*	7,457.00	8,225.00	768.00	10.30%
<b>9065</b>	<b>DENTAL INSURANCE</b>	<b>****</b>	<b>7,457.00</b>	<b>8,225.00</b>	<b>768.00</b>	<b>10.30%</b>
9089.800	Employee Benefits	*	0.00	0.00	0.00	---
<b>9089</b>	<b>EMPLOYER 403B CONTRIBUTION</b>	<b>****</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>---</b>
9901.960	Interfund Transfer for Debt	*	1,775,213.00	1,838,709.00	63,496.00	3.58%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
<b>9901</b>	<b>TRANSFER TO DEBT SERVICE</b>	****	<b>1,775,213.00</b>	<b>1,838,709.00</b>	<b>63,496.00</b>	<b>3.58%</b>
9950.900	Interfund Transfer	*	100,000.00	100,000.00	0.00	0.00%
<b>9950</b>	<b>INTERFUND TRANSFERS</b>	****	<b>100,000.00</b>	<b>100,000.00</b>	<b>0.00</b>	<b>0.00%</b>
<b>Totals For Capital Component:</b>			<b>4,141,644.15</b>	<b>4,290,177.30</b>	<b>148,533.15</b>	<b>3.59%</b>

<b>Program Component</b>						
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1420.400	Contractual & Other	*	20,000.00	20,000.00	0.00	0.00%
<b>1420</b>	<b>LEGAL</b>	****	<b>20,000.00</b>	<b>20,000.00</b>	<b>0.00</b>	<b>0.00%</b>
2070.150	Instructional Salaries	*	11,474.00	14,244.00	2,770.00	24.14%
2070.160	Non-Instructional Salaries	*	0.00	0.00	0.00	---
2070.400	Contractual & Other	*	21,600.00	27,045.00	5,445.00	25.21%
2070.450	Materials & Supplies	*	6,480.00	6,780.00	300.00	4.63%
2070.490	BOCES Services	*	60,742.00	67,030.00	6,288.00	10.35%
<b>2070</b>	<b>INSERVICE TRAINNG - INSTRUCTION</b>	****	<b>100,296.00</b>	<b>115,099.00</b>	<b>14,803.00</b>	<b>14.76%</b>
2110.120	Teacher Salaries, Kindergarten - Grade 6	*	1,611,333.00	1,777,255.00	165,922.00	10.30%
2110.130	Teacher Salaries, Grade 7-12	*	1,831,925.00	2,012,748.00	180,823.00	9.87%
2110.140	Substitute Instructional Salaries	*	135,000.00	150,000.00	15,000.00	11.11%
2110.160	Non-Instructional Salaries	*	176,562.00	241,087.00	64,525.00	36.55%
2110.200	Equipment	*	17,066.00	25,974.00	8,908.00	52.20%
2110.400	Contractual & Other	*	21,295.00	22,915.00	1,620.00	7.61%
2110.450	Materials & Supplies	*	137,365.00	119,506.00	-17,859.00	-13.00%
2110.472	Tuition	*	20,000.00	20,000.00	0.00	0.00%
2110.480	Textbooks	*	46,000.00	46,000.00	0.00	0.00%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
2110.490	BOCES Services	*	98,123.00	319,008.00	220,885.00	225.11%
<b>2110</b>	<b>TEACHING - REGULAR SCHOOL</b>	<b>****</b>	<b>4,094,669.00</b>	<b>4,734,493.00</b>	<b>639,824.00</b>	<b>15.63%</b>
2250.150	Instructional Salaries	*	823,599.00	890,002.00	66,403.00	8.06%
2250.160	Non-Instructional Salaries	*	600,783.00	550,796.00	-49,987.00	-8.32%
2250.200	Equipment	*	1,500.00	0.00	-1,500.00	-100.00%
2250.400	Contractual & Other	*	0.00	0.00	0.00	---
2250.450	Materials & Supplies	*	7,550.00	6,339.00	-1,211.00	-16.04%
2250.480	Textbooks	*	999.00	561.00	-438.00	-43.84%
2250.490	BOCES Services	*	840,080.00	1,347,360.00	507,280.00	60.38%
<b>2250</b>	<b>PROGRAM FOR SWD SCHOOL AGE - SCHOOL YEAR</b>	<b>****</b>	<b>2,274,511.00</b>	<b>2,795,058.00</b>	<b>520,547.00</b>	<b>22.89%</b>
2280.490	BOCES Services	*	721,740.00	734,709.00	12,969.00	1.80%
<b>2280</b>	<b>OCCUPATIONAL EDUCATION (GRADES 9-12)</b>	<b>****</b>	<b>721,740.00</b>	<b>734,709.00</b>	<b>12,969.00</b>	<b>1.80%</b>
2330.150	Instructional Salaries	*	6,000.00	6,000.00	0.00	0.00%
2330.490	BOCES Services	*	6,370.00	6,530.00	160.00	2.51%
<b>2330</b>	<b>TEACHING - SPECIAL SCHOOLS</b>	<b>****</b>	<b>12,370.00</b>	<b>12,530.00</b>	<b>160.00</b>	<b>1.29%</b>
2610.150	Instructional Salaries	*	78,976.00	85,670.00	6,694.00	8.48%
2610.450	Materials & Supplies	*	10,997.00	11,056.00	59.00	0.54%
2610.490	BOCES Services	*	43,865.00	46,797.00	2,932.00	6.68%
<b>2610</b>	<b>SCHOOL LIBRARY &amp; AUDIOVISUAL</b>	<b>****</b>	<b>133,838.00</b>	<b>143,523.00</b>	<b>9,685.00</b>	<b>7.24%</b>
2630.150	Instructional Salaries	*	1,500.00	1,750.00	250.00	16.67%
2630.220	Equipment	*	14,514.00	14,099.00	-415.00	-2.86%
2630.400	Contractual & Other	*	941.00	941.00	0.00	0.00%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
2630.450	Materials & Supplies	*	51,000.00	25,000.00	-26,000.00	-50.98%
2630.460	Software	*	23,750.00	23,750.00	0.00	0.00%
2630.490	BOCES Services	*	<u>180,197.00</u>	<u>210,745.00</u>	<u>30,548.00</u>	<u>16.95%</u>
<b>2630</b>	<b>COMPUTER ASSISTED INSTRUCTION</b>	<b>****</b>	<b>271,902.00</b>	<b>276,285.00</b>	<b>4,383.00</b>	<b>1.61%</b>
2810.150	Instructional Salaries	*	290,974.00	312,843.00	21,869.00	7.52%
2810.160	Non-Instructional Salaries	*	35,760.00	39,114.00	3,354.00	9.38%
2810.400	Contractual & Other	*	2,729.00	2,979.00	250.00	9.16%
2810.450	Materials & Supplies	*	7,294.00	2,294.00	-5,000.00	-68.55%
2810.480	Textbooks	*	<u>184.00</u>	<u>269.00</u>	<u>85.00</u>	<u>46.20%</u>
<b>2810</b>	<b>GUIDANCE - REGULAR SCHOOL</b>	<b>****</b>	<b>336,941.00</b>	<b>357,499.00</b>	<b>20,558.00</b>	<b>6.10%</b>
2815.160	Non-Instructional Salaries	*	212,204.00	181,011.00	-31,193.00	-14.70%
2815.200	Equipment	*	0.00	0.00	0.00	---
2815.400	Contractual & Other	*	10,715.00	11,265.00	550.00	5.13%
2815.450	Materials & Supplies	*	5,188.00	3,367.00	-1,821.00	-35.10%
2815.490	BOCES Services	*	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>---</u>
<b>2815</b>	<b>HEALTH SERVICES - REGULAR SCHOOL</b>	<b>****</b>	<b>228,107.00</b>	<b>195,643.00</b>	<b>-32,464.00</b>	<b>-14.23%</b>
2820.150	Instructional Salaries	*	80,915.00	88,280.00	7,365.00	9.10%
2820.400	Contractual & Other	*	14,680.00	14,680.00	0.00	0.00%
2820.450	Materials & Supplies	*	<u>1,624.00</u>	<u>1,090.00</u>	<u>-534.00</u>	<u>-32.88%</u>
<b>2820</b>	<b>PSYCHOLOGICAL SERVICES - REGULAR SCHOOL</b>	<b>****</b>	<b>97,219.00</b>	<b>104,050.00</b>	<b>6,831.00</b>	<b>7.03%</b>
2825.150	Instructional Salaries	*	157,867.00	171,661.00	13,794.00	8.74%
2825.400	Contractual & Other	*	670.00	670.00	0.00	0.00%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
2825.450	Materials & Supplies	*	335.00	103.00	-232.00	-69.25%
<b>2825</b>	<b>SOCIAL WORK SERVICES - REGULAR SCHOOL</b>	<b>****</b>	<b>158,872.00</b>	<b>172,434.00</b>	<b>13,562.00</b>	<b>8.54%</b>
2830.400	Contractual & Other	*	0.00	0.00	0.00	---
<b>2830</b>	<b>PUPIL PERSONNEL SERVICES</b>	<b>****</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>---</b>
2850.150	Instructional Salaries	*	66,037.00	74,655.00	8,618.00	13.05%
<b>2850</b>	<b>CO-CURRICULAR ACTIVITIES - REGULAR SCHOOL</b>	<b>****</b>	<b>66,037.00</b>	<b>74,655.00</b>	<b>8,618.00</b>	<b>13.05%</b>
2855.150	Instructional Salaries	*	213,006.00	232,872.00	19,866.00	9.33%
2855.200	Equipment	*	2,677.00	2,000.00	-677.00	-25.29%
2855.400	Contractual & Other	*	70,265.00	74,550.00	4,285.00	6.10%
2855.421	Officials	*	0.00	0.00	0.00	---
2855.450	Materials & Supplies	*	41,358.00	48,350.00	6,992.00	16.91%
2855.490	BOCES Services	*	16,963.00	20,789.00	3,826.00	22.55%
<b>2855</b>	<b>INTERSCHOLASTIC ACTIVITIES - REGULAR SCHOOL</b>	<b>****</b>	<b>344,269.00</b>	<b>378,561.00</b>	<b>34,292.00</b>	<b>9.96%</b>
5510.160	Non-Instructional Salaries	*	596,734.00	666,652.00	69,918.00	11.72%
5510.200	Equipment	*	0.00	1,000.00	1,000.00	---
5510.400	Contractual & Other	*	95,062.00	71,207.00	-23,855.00	-25.09%
5510.450	Materials & Supplies	*	146,750.00	164,500.00	17,750.00	12.10%
5510.490	BOCES Services	*	5,080.00	6,000.00	920.00	18.11%
<b>5510</b>	<b>DISTRICT TRANSPORTATION SERVICES</b>	<b>****</b>	<b>843,626.00</b>	<b>909,359.00</b>	<b>65,733.00</b>	<b>7.79%</b>
5530.160	Non-Instructional Salaries	*	62,445.00	127,274.00	64,829.00	103.82%
5530.200	Equipment	*	7,000.00	11,000.00	4,000.00	57.14%
5530.400	Contractual & Other	*	7,500.00	10,000.00	2,500.00	33.33%

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
5530.401	Utilities	*	26,500.00	29,500.00	3,000.00	11.32%
5530.450	Materials & Supplies	*	7,500.00	7,500.00	0.00	0.00%
<b>5530</b>	<b>GARAGE BUILDING</b>	<b>****</b>	<b>110,945.00</b>	<b>185,274.00</b>	<b>74,329.00</b>	<b>67.00%</b>
7310.150	Instructional Salaries	*	0.00	0.00	0.00	---
7310.160	Non-Instructional Salaries	*	0.00	0.00	0.00	---
7310.450	Materials & Supplies	*	400.00	0.00	-400.00	-100.00%
<b>7310</b>	<b>YOUTH PROGRAMS</b>	<b>****</b>	<b>400.00</b>	<b>0.00</b>	<b>-400.00</b>	<b>-100.00%</b>
9010.800	Employee Benefits	*	210,988.32	257,868.88	46,880.56	22.22%
<b>9010</b>	<b>STATE RETIREMENT</b>	<b>****</b>	<b>210,988.32</b>	<b>257,868.88</b>	<b>46,880.56</b>	<b>22.22%</b>
9020.800	Employee Benefits	*	620,078.95	672,176.31	52,097.36	8.40%
<b>9020</b>	<b>TEACHERS' RETIREMENT</b>	<b>****</b>	<b>620,078.95</b>	<b>672,176.31</b>	<b>52,097.36</b>	<b>8.40%</b>
9030.800	Employee Benefits	*	534,972.00	583,227.00	48,255.00	9.02%
<b>9030</b>	<b>SOCIAL SECURITY</b>	<b>****</b>	<b>534,972.00</b>	<b>583,227.00</b>	<b>48,255.00</b>	<b>9.02%</b>
9040.800	Employee Benefits	*	263,882.00	63,450.00	-200,432.00	-75.96%
<b>9040</b>	<b>WORKERS' COMPENSATION</b>	<b>****</b>	<b>263,882.00</b>	<b>63,450.00</b>	<b>-200,432.00</b>	<b>-75.96%</b>
9060.800	Employee Benefits	*	2,948,291.00	2,968,549.00	20,258.00	0.69%
<b>9060</b>	<b>HEALTH INSURANCE</b>	<b>****</b>	<b>2,948,291.00</b>	<b>2,968,549.00</b>	<b>20,258.00</b>	<b>0.69%</b>
9061.800	Employee Benefits	*	1,183.00	1,185.00	2.00	0.17%
<b>9061</b>	<b>FLEXIBLE SPENDING ACCOUNT FEES</b>	<b>****</b>	<b>1,183.00</b>	<b>1,185.00</b>	<b>2.00</b>	<b>0.17%</b>
9065.800	Employee Benefits	*	76,279.00	79,476.00	3,197.00	4.19%
<b>9065</b>	<b>DENTAL INSURANCE</b>	<b>****</b>	<b>76,279.00</b>	<b>79,476.00</b>	<b>3,197.00</b>	<b>4.19%</b>
9089.800	Employee Benefits	*	0.00	0.00	0.00	---

Account	Description		2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
9089	EMPLOYER CONTRIBUTION 403B	****	0.00	0.00	0.00	---
9950.900	Interfund Transfer	*	173,500.00	193,000.00	19,500.00	11.24%
9950	INTERFUND TRANSFERS	****	173,500.00	193,000.00	19,500.00	11.24%
<b>Totals For Program Component:</b>			<b>14,644,916.27</b>	<b>16,028,104.19</b>	<b>1,383,187.92</b>	<b>9.44%</b>
<b>Grand Total:</b>			<b>22,655,474.00</b>	<b>24,292,902.00</b>	<b>1,637,428.00</b>	<b>7.23%</b>

<b>Component Percentage Analysis</b>				
Administrative		17.08%	16.36%	2.73%
Capital		18.28%	17.66%	3.59%
Program		64.64%	65.98%	9.44%
<b>Total:</b>		<b>100.00%</b>	<b>100.000%</b>	<b>7.23%</b>

ADOPTED 4/11/2024

# **Property Tax Report Card**

## 2024-25 Property Tax Report Card

**080204 - BAINBRIDGE-GUILFORD CENTRAL SCHOOL DISTRICT**

Contact Person: Janice Rideout, School Business Manager

Telephone Number: 607-967-6335

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Total Budgeted Amount, not Including Separate Propositions	22,655,474	24,292,902
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	7,049,513	7,241,777
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)	7,049,513	7,241,777
F. Permissible Exclusions to the School Tax Levy Limit	207,781	217,285
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	6,841,732	7,024,492
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	6,841,732	7,024,492
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	0	0
Public School Enrollment	748	748
Consumer Price Index		4.12%

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

<sup>3</sup> For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	7,231,056	8,790,027
Assigned Appropriated Fund Balance	0	650,000
Adjusted Unrestricted Fund Balance	900,443	971,700
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.97%	3.99%

**Schedule of Reserve Funds**

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	Facilities Improvement Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued.	32,742	33,168	No intended use in 2024-25
Capital	Transportation Vehicle Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued.	2,599,553	3,633,395	No intended use in 2024-25
Repair	Repair Reserve Fund	To pay the cost of repairs to capital improvements or equipment.	0	0	N/A
Workers' Compensation	Workers' Compension Reserve Fund	To pay for Workers Compensation and benefits.	526,688	533,544	No intended use in 2024-25
Unemployment Insurance	Unemployment Insurance Reserve Fund	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	105,676	105,527	If unemployment claims are incurred during 2024-2025, reserve funds will be used to offset unemployment expenses.
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.	0	0	N/A
Mandatory Reserve for Debt Service	N/A	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	0	0	N/A
Insurance	N/A	To pay liability, casualty, and other types of uninsured losses.	0	0	N/A
Property Loss	Property Loss Reserve Fund	To establish and maintain a program of reserves to cover property loss.	0	0	No intended use in 2024-25
Liability	Liability Reserve Fund	To establish and maintain a program of reserves to cover liability claims incurred.	258,808	262,177	No intended use in 2024-25
Tax Certiorari	Tax Certiorari Reserve Fund	To establish a reserve fund for tax certiorari settlements	0	0	N/A
Reserve for Insurance Recoveries	N/A	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	0	0	N/A
EBALR – Employee Benefit Accrued Liability	Employee Benefit Accrued Liability Reserve Fund	For the payment of accrued 'employee benefits' due to employees upon termination of service.	1,036,021	1,033,709	If retirements occur during 2024-25, reserve funds will be used offset any applicable earned benefit expenses.
Retirement Contribution	Retirement Contribution Reserve Fund (ERS)	To fund employer retirement contributions to the State and Local Employees' Retirement System	1,358,784	1,500,473	If a prior year adjustment is incurred on the 2024-25 NYSLRS invoice and/or average percentage contribution exceeds previous year percentage, reserve may be used to offset the additional expense.
Other Reserve	Retirement Contribution Reserve Fund (TRS)	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)	249,069	376,311	No intended use in 2024-25

# **School Report Card**

# **BAINBRIDGE-GUILFORD CSD - NEW YORK STATE REPORT CARD [2022 - 23]**

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

## **2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA**

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

## **LOCAL SUPPORT AND IMPROVEMENT**

### **MADE PROGRESS**

NA

### **SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)**

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

## **ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP**

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	–	1
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	3	3	–	–
Multiracial	2	2	–	–
White	2	2	–	1
English Language Learner	–	–	–	–
Students with Disabilities	2	2	–	1
Economically Disadvantaged	2	2	–	1

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	285	115.6	2
	Math	284	117.4	
	Combined	569	116.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Black or African American	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Hispanic or Latino	ELA	16	137.5	3
	Math	16	137.5	
	Combined	32	137.5	
Multiracial	ELA	17	91.2	2
	Math	16	143.8	
	Combined	33	116.7	
White	ELA	248	115.7	2
	Math	248	114.7	
	Combined	496	115.2	
Students with Disabilities	ELA	45	50	2
	Math	47	46.8	
	Combined	92	48.4	
Economically Disadvantaged	ELA	142	99.3	2
	Math	138	101.4	
	Combined	280	100.4	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	317	103.9	2
	Math	317	105.2	
	Combined	634	104.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Black or African American	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Hispanic or Latino	ELA	16	137.5	3
	Math	16	137.5	
	Combined	32	137.5	
Multiracial	ELA	20	77.5	2
	Math	20	115	
	Combined	40	96.3	
White	ELA	278	103.2	2
	Math	278	102.3	
	Combined	556	102.8	
Students with Disabilities	ELA	59	38.1	2
	Math	59	37.3	
	Combined	118	37.7	
Economically Disadvantaged	ELA	163	86.5	2
	Math	163	85.9	
	Combined	326	86.2	

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	459	219	47.7%	1
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	2	–	–	–
Hispanic or Latino	20	–	–	–
Multiracial	24	–	–	–
White	411	195	47.4%	1
English Language Learner	–	–	–	–
Students with Disabilities	74	39	52.7%	1
Economically Disadvantaged	230	129	56.1%	1

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	338	85.5%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	2	–
Hispanic or Latino	–	16	–
Multiracial	–	21	–
White	X	297	84.9%
English Language Learner	–	0	–
Students with Disabilities	X	61	72.1%
Economically Disadvantaged	X	174	82.8%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	339	85%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	2	–
Hispanic or Latino	–	16	–
Multiracial	–	21	–
White	X	298	84.6%
English Language Learner	–	0	–
Students with Disabilities	X	61	75.4%
Economically Disadvantaged	X	174	79.9%

## SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	3	2	–	1
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	4	3	2	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	1
Economically Disadvantaged	3	3	2	–	1

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	25	168	166.9	4
	Math	29	172.4		
	Science	50	157		
Black or African American	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
Hispanic or Latino	ELA	3	–	–	–
	Math	2	–		
	Science	3	–		
Multiracial	ELA	–	–	–	–
	Math	–	–		
	Science	2	–		
White	ELA	21	173.8	170	4
	Math	26	175		
	Science	44	156.8		
Students with Disabilities	ELA	7	78.6	–	–
	Math	3	–		
	Science	8	106.3		
Economically Disadvantaged	ELA	12	116.7	127.9	3
	Math	11	127.3		
	Science	22	145.5		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	58	72.4	122.7	3
	Math	31	161.3		
	Science	56	140.2		
Black or African American	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
Hispanic or Latino	ELA	3	–	–	–
	Math	2	–		
	Science	3	–		
Multiracial	ELA	3	–	–	–
	Math	–	–		
	Science	3	–		
White	ELA	50	73	126.5	3
	Math	27	168.5		
	Science	48	143.8		
Students with Disabilities	ELA	10	55	–	–
	Math	4	–		
	Science	10	85		
Economically Disadvantaged	ELA	27	51.9	92.9	3
	Math	12	116.7		
	Science	27	118.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	53	43	81.1%	91%	2
	5-year	65	61	93.8%		
	6-year	52	51	98.1%		
American Indian or Alaska Native	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	1	–	–		
Black or African American	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	2	–	–		
Multiracial	4-year	2	–	–	–	–
	5-year	3	–	–		
	6-year	0	–	–		
White	4-year	50	41	82%	91.1%	2
	5-year	61	57	93.4%		
	6-year	49	48	98%		
English Language Learner	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	13	–	–	–	–
	5-year	13	–	–		
	6-year	10	–	–		
Economically Disadvantaged	4-year	32	23	71.9%	82.9%	2
	5-year	33	31	93.9%		
	6-year	21	–	–		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	249	128	51.4%	1
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–
Black or African American	5	–	–	–
Hispanic or Latino	13	–	–	–
Multiracial	12	–	–	–
White	214	108	50.5%	2
English Language Learner	–	–	–	–
Students with Disabilities	42	25	59.5%	1
Economically Disadvantaged	112	74	66.1%	1

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	57	43.9%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	2	–
Hispanic or Latino	–	4	–
Multiracial	–	3	–
White	X	48	41.7%
English Language Learner	–	0	–
Students with Disabilities	–	7	–
Economically Disadvantaged	–	25	–

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	30	–
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	2	–
Hispanic or Latino	–	3	–
Multiracial	–	0	–
White	–	25	–
English Language Learner	–	0	–
Students with Disabilities	–	1	–
Economically Disadvantaged	–	11	–

## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	3	5%	52	95%	17	33%	18	35%	12	23%	5	10%	17	33%
Grade 4	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Grade 5	55	5	9%	50	91%	18	36%	16	32%	14	28%	2	4%	16	32%
Grade 6	57	15	26%	42	74%	10	24%	12	29%	12	29%	8	19%	20	48%
Grade 7	49	13	27%	36	73%	8	22%	14	39%	9	25%	5	14%	14	39%
Grade 8	63	16	25%	47	75%	9	19%	10	21%	18	38%	10	21%	28	60%
Grades 3-8	341	54	16%	287	84%	83	29%	93	32%	79	28%	32	11%	111	39%

## GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	3	5%	52	95%	17	33%	18	35%	12	23%	5	10%	17	33%
Female	28	0	0%	28	100%	8	29%	10	36%	7	25%	3	11%	10	36%
Male	27	3	11%	24	89%	9	38%	8	33%	5	21%	2	8%	7	29%
General Education Students	46	1	2%	45	98%	13	29%	16	36%	11	24%	5	11%	16	36%
Students with Disabilities	9	2	22%	7	78%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	48	3	6%	45	94%	15	33%	16	36%	10	22%	4	9%	14	31%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	2	29%	2	29%	1	14%	3	43%
Economically Disadvantaged	33	3	9%	30	91%	10	33%	9	30%	9	30%	2	7%	11	37%
Not Economically Disadvantaged	22	0	0%	22	100%	7	32%	9	41%	3	14%	3	14%	6	27%
Non-English Language Learner	55	3	5%	52	95%	17	33%	18	35%	12	23%	5	10%	17	33%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%
Not Homeless	55	3	5%	52	95%	17	33%	18	35%	12	23%	5	10%	17	33%
Not Migrant	55	3	5%	52	95%	17	33%	18	35%	12	23%	5	10%	17	33%
Parent Not in Armed Forces	55	3	5%	52	95%	17	33%	18	35%	12	23%	5	10%	17	33%

## GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Female	29	1	3%	28	97%	7	25%	11	39%	9	32%	1	4%	10	36%
Male	33	1	3%	32	97%	14	44%	12	38%	5	16%	1	3%	6	19%
General Education Students	49	2	4%	47	96%	12	26%	19	40%	14	30%	2	4%	16	34%
Students with Disabilities	13	0	0%	13	100%	9	69%	4	31%	0	0%	0	0%	0	0%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	54	2	4%	52	96%	16	31%	21	40%	14	27%	1	2%	15	29%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	5	63%	2	25%	0	0%	1	13%	1	13%
Economically Disadvantaged	31	1	3%	30	97%	12	40%	13	43%	5	17%	0	0%	5	17%
Not Economically Disadvantaged	31	1	3%	30	97%	9	30%	10	33%	9	30%	2	7%	11	37%
Non-English Language Learner	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Not in Foster Care	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Not Homeless	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Not Migrant	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Parent Not in Armed Forces	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%

## GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	5	9%	50	91%	18	36%	16	32%	14	28%	2	4%	16	32%
Female	25	2	8%	23	92%	10	43%	6	26%	6	26%	1	4%	7	30%
Male	30	3	10%	27	90%	8	30%	10	37%	8	30%	1	4%	9	33%
General Education Students	46	2	4%	44	96%	14	32%	14	32%	14	32%	2	5%	16	36%
Students with Disabilities	9	3	33%	6	67%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	47	4	9%	43	91%	18	42%	13	30%	10	23%	2	5%	12	28%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	3	43%	4	57%	0	0%	4	57%
Economically Disadvantaged	26	1	4%	25	96%	10	40%	10	40%	4	16%	1	4%	5	20%
Not Economically Disadvantaged	29	4	14%	25	86%	8	32%	6	24%	10	40%	1	4%	11	44%
Non-English Language Learner	55	5	9%	50	91%	18	36%	16	32%	14	28%	2	4%	16	32%
Not in Foster Care	55	5	9%	50	91%	18	36%	16	32%	14	28%	2	4%	16	32%
Not Homeless	55	5	9%	50	91%	18	36%	16	32%	14	28%	2	4%	16	32%
Not Migrant	55	5	9%	50	91%	18	36%	16	32%	14	28%	2	4%	16	32%
Parent Not in Armed Forces	55	5	9%	50	91%	18	36%	16	32%	14	28%	2	4%	16	32%

## GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	15	26%	42	74%	10	24%	12	29%	12	29%	8	19%	20	48%
Female	36	9	25%	27	75%	5	19%	10	37%	7	26%	5	19%	12	44%
Male	21	6	29%	15	71%	5	33%	2	13%	5	33%	3	20%	8	53%
General Education Students	51	12	24%	39	76%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6	3	50%	3	50%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	52	14	27%	38	73%	–	–	–	–	–	–	–	–	–	–
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	57	15	26%	42	74%	10	24%	12	29%	12	29%	8	19%	20	48%
Economically Disadvantaged	34	12	35%	22	65%	7	32%	7	32%	5	23%	3	14%	8	36%
Not Economically Disadvantaged	23	3	13%	20	87%	3	15%	5	25%	7	35%	5	25%	12	60%
Non-English Language Learner	57	15	26%	42	74%	10	24%	12	29%	12	29%	8	19%	20	48%
Not in Foster Care	57	15	26%	42	74%	10	24%	12	29%	12	29%	8	19%	20	48%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	56	14	25%	42	75%	10	24%	12	29%	12	29%	8	19%	20	48%
Not Migrant	57	15	26%	42	74%	10	24%	12	29%	12	29%	8	19%	20	48%
Parent Not in Armed Forces	57	15	26%	42	74%	10	24%	12	29%	12	29%	8	19%	20	48%

## GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	13	27%	36	73%	8	22%	14	39%	9	25%	5	14%	14	39%
Female	23	5	22%	18	78%	4	22%	5	28%	7	39%	2	11%	9	50%
Male	26	8	31%	18	69%	4	22%	9	50%	2	11%	3	17%	5	28%
General Education Students	36	6	17%	30	83%	3	10%	14	47%	9	30%	4	13%	13	43%
Students with Disabilities	13	7	54%	6	46%	5	83%	0	0%	0	0%	1	17%	1	17%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	43	12	28%	31	72%	5	16%	13	42%	9	29%	4	13%	13	42%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	3	60%	1	20%	0	0%	1	20%	1	20%
Economically Disadvantaged	22	6	27%	16	73%	6	38%	7	44%	2	13%	1	6%	3	19%
Not Economically Disadvantaged	27	7	26%	20	74%	2	10%	7	35%	7	35%	4	20%	11	55%
Non-English Language Learner	49	13	27%	36	73%	8	22%	14	39%	9	25%	5	14%	14	39%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	48	13	27%	35	73%	–	–	–	–	–	–	–	–	–	–
Not Homeless	49	13	27%	36	73%	8	22%	14	39%	9	25%	5	14%	14	39%
Not Migrant	49	13	27%	36	73%	8	22%	14	39%	9	25%	5	14%	14	39%
Parent Not in Armed Forces	49	13	27%	36	73%	8	22%	14	39%	9	25%	5	14%	14	39%

## GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	16	25%	47	75%	9	19%	10	21%	18	38%	10	21%	28	60%
Female	37	10	27%	27	73%	6	22%	5	19%	13	48%	3	11%	16	59%
Male	26	6	23%	20	77%	3	15%	5	25%	5	25%	7	35%	12	60%
General Education Students	50	10	20%	40	80%	5	13%	9	23%	17	43%	9	23%	26	65%
Students with Disabilities	13	6	46%	7	54%	4	57%	1	14%	1	14%	1	14%	2	29%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	56	15	27%	41	73%	8	20%	9	22%	15	37%	9	22%	24	59%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	29	8	28%	21	72%	6	29%	4	19%	6	29%	5	24%	11	52%
Not Economically Disadvantaged	34	8	24%	26	76%	3	12%	6	23%	12	46%	5	19%	17	65%
Non-English Language Learner	63	16	25%	47	75%	9	19%	10	21%	18	38%	10	21%	28	60%
Not in Foster Care	63	16	25%	47	75%	9	19%	10	21%	18	38%	10	21%	28	60%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	61	15	25%	46	75%	–	–	–	–	–	–	–	–	–	–
Not Migrant	63	16	25%	47	75%	9	19%	10	21%	18	38%	10	21%	28	60%
Parent Not in Armed Forces	63	16	25%	47	75%	9	19%	10	21%	18	38%	10	21%	28	60%

## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	3	5%	52	95%	7	13%	29	56%	15	29%	1	2%	16	31%
Grade 4	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Grade 5	55	7	13%	48	87%	18	38%	19	40%	8	17%	3	6%	11	23%
Grade 6	57	15	26%	42	74%	14	33%	12	29%	16	38%	0	0%	16	38%
Combined 6	57	15	26%	42	74%	14	33%	12	29%	16	38%	0	0%	16	38%
Grade 7	49	11	22%	38	78%	9	24%	9	24%	11	29%	9	24%	20	53%
Combined 7	49	11	22%	38	78%	9	24%	9	24%	11	29%	9	24%	20	53%
Grade 8	63	15	24%	48	76%	11	23%	6	13%	26	54%	5	10%	31	65%
Combined 8	63	15	24%	48	76%	11	23%	6	13%	26	54%	5	10%	31	65%
Grades 3-8	341	55	16%	286	84%	78	27%	90	31%	98	34%	20	7%	118	41%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	3	5%	52	95%	7	13%	29	56%	15	29%	1	2%	16	31%
Female	28	0	0%	28	100%	5	18%	18	64%	4	14%	1	4%	5	18%
Male	27	3	11%	24	89%	2	8%	11	46%	11	46%	0	0%	11	46%
General Education Students	46	1	2%	45	98%	3	7%	27	60%	14	31%	1	2%	15	33%
Students with Disabilities	9	2	22%	7	78%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	48	3	6%	45	94%	6	13%	25	56%	13	29%	1	2%	14	31%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	4	57%	2	29%	0	0%	2	29%
Economically Disadvantaged	33	3	9%	30	91%	5	17%	16	53%	8	27%	1	3%	9	30%
Not Economically Disadvantaged	22	0	0%	22	100%	2	9%	13	59%	7	32%	0	0%	7	32%
Non-English Language Learner	55	3	5%	52	95%	7	13%	29	56%	15	29%	1	2%	16	31%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%
Not Homeless	55	3	5%	52	95%	7	13%	29	56%	15	29%	1	2%	16	31%
Not Migrant	55	3	5%	52	95%	7	13%	29	56%	15	29%	1	2%	16	31%
Parent Not in Armed Forces	55	3	5%	52	95%	7	13%	29	56%	15	29%	1	2%	16	31%

## GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Female	29	1	3%	28	97%	9	32%	8	29%	10	36%	1	4%	11	39%
Male	33	3	9%	30	91%	10	33%	7	23%	12	40%	1	3%	13	43%
General Education Students	49	4	8%	45	92%	10	22%	13	29%	20	44%	2	4%	22	49%
Students with Disabilities	13	0	0%	13	100%	9	69%	2	15%	2	15%	0	0%	2	15%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	54	2	4%	52	96%	17	33%	13	25%	20	38%	2	4%	22	42%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	2	33%	2	33%	2	33%	0	0%	2	33%
Economically Disadvantaged	31	3	10%	28	90%	11	39%	8	29%	9	32%	0	0%	9	32%
Not Economically Disadvantaged	31	1	3%	30	97%	8	27%	7	23%	13	43%	2	7%	15	50%
Non-English Language Learner	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Not in Foster Care	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Not Homeless	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Not Migrant	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Parent Not in Armed Forces	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%

## GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	7	13%	48	87%	18	38%	19	40%	8	17%	3	6%	11	23%
Female	25	4	16%	21	84%	8	38%	9	43%	4	19%	0	0%	4	19%
Male	30	3	10%	27	90%	10	37%	10	37%	4	15%	3	11%	7	26%
General Education Students	46	4	9%	42	91%	14	33%	17	40%	8	19%	3	7%	11	26%
Students with Disabilities	9	3	33%	6	67%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	47	6	13%	41	87%	17	41%	16	39%	6	15%	2	5%	8	20%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	3	43%	2	29%	1	14%	3	43%
Economically Disadvantaged	26	3	12%	23	88%	9	39%	9	39%	3	13%	2	9%	5	22%
Not Economically Disadvantaged	29	4	14%	25	86%	9	36%	10	40%	5	20%	1	4%	6	24%
Non-English Language Learner	55	7	13%	48	87%	18	38%	19	40%	8	17%	3	6%	11	23%
Not in Foster Care	55	7	13%	48	87%	18	38%	19	40%	8	17%	3	6%	11	23%
Not Homeless	55	7	13%	48	87%	18	38%	19	40%	8	17%	3	6%	11	23%
Not Migrant	55	7	13%	48	87%	18	38%	19	40%	8	17%	3	6%	11	23%
Parent Not in Armed Forces	55	7	13%	48	87%	18	38%	19	40%	8	17%	3	6%	11	23%

## GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	15	26%	42	74%	14	33%	12	29%	16	38%	0	0%	16	38%
Female	36	9	25%	27	75%	10	37%	9	33%	8	30%	0	0%	8	30%
Male	21	6	29%	15	71%	4	27%	3	20%	8	53%	0	0%	8	53%
General Education Students	51	12	24%	39	76%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	52	15	29%	37	71%	14	38%	10	27%	13	35%	0	0%	13	35%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	3	60%
Economically Disadvantaged	34	12	35%	22	65%	11	50%	5	23%	6	27%	0	0%	6	27%
Not Economically Disadvantaged	23	3	13%	20	87%	3	15%	7	35%	10	50%	0	0%	10	50%
Non-English Language Learner	57	15	26%	42	74%	14	33%	12	29%	16	38%	0	0%	16	38%
Not in Foster Care	57	15	26%	42	74%	14	33%	12	29%	16	38%	0	0%	16	38%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	56	15	27%	41	73%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	15	26%	42	74%	14	33%	12	29%	16	38%	0	0%	16	38%
Parent Not in Armed Forces	57	15	26%	42	74%	14	33%	12	29%	16	38%	0	0%	16	38%

## GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	49	11	22%	38	78%	9	24%	9	24%	11	29%	9	24%	20	53%
Female	23	4	17%	19	83%	6	32%	3	16%	5	26%	5	26%	10	53%
Male	26	7	27%	19	73%	3	16%	6	32%	6	32%	4	21%	10	53%
General Education Students	36	6	17%	30	83%	2	7%	9	30%	11	37%	8	27%	19	63%
Students with Disabilities	13	5	38%	8	62%	7	88%	0	0%	0	0%	1	13%	1	13%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	43	10	23%	33	77%	8	24%	7	21%	10	30%	8	24%	18	55%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Economically Disadvantaged	22	5	23%	17	77%	6	35%	4	24%	4	24%	3	18%	7	41%
Not Economically Disadvantaged	27	6	22%	21	78%	3	14%	5	24%	7	33%	6	29%	13	62%
Non-English Language Learner	49	11	22%	38	78%	9	24%	9	24%	11	29%	9	24%	20	53%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	48	11	23%	37	77%	–	–	–	–	–	–	–	–	–	–
Not Homeless	49	11	22%	38	78%	9	24%	9	24%	11	29%	9	24%	20	53%
Not Migrant	49	11	22%	38	78%	9	24%	9	24%	11	29%	9	24%	20	53%
Parent Not in Armed Forces	49	11	22%	38	78%	9	24%	9	24%	11	29%	9	24%	20	53%

## GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	15	24%	48	76%	11	23%	6	13%	26	54%	5	10%	31	65%
Female	37	10	27%	27	73%	10	37%	1	4%	14	52%	2	7%	16	59%
Male	26	5	19%	21	81%	1	5%	5	24%	12	57%	3	14%	15	71%
General Education Students	50	9	18%	41	82%	5	12%	6	15%	25	61%	5	12%	30	73%
Students with Disabilities	13	6	46%	7	54%	6	86%	0	0%	1	14%	0	0%	1	14%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	56	14	25%	42	75%	11	26%	5	12%	21	50%	5	12%	26	62%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	1	17%	5	83%	0	0%	5	83%
Economically Disadvantaged	29	10	34%	19	66%	6	32%	2	11%	9	47%	2	11%	11	58%
Not Economically Disadvantaged	34	5	15%	29	85%	5	17%	4	14%	17	59%	3	10%	20	69%
Non-English Language Learner	63	15	24%	48	76%	11	23%	6	13%	26	54%	5	10%	31	65%
Not in Foster Care	63	15	24%	48	76%	11	23%	6	13%	26	54%	5	10%	31	65%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	61	13	21%	48	79%	11	23%	6	13%	26	54%	5	10%	31	65%
Not Migrant	63	15	24%	48	76%	11	23%	6	13%	26	54%	5	10%	31	65%
Parent Not in Armed Forces	63	15	24%	48	76%	11	23%	6	13%	26	54%	5	10%	31	65%

## GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	62	11	18%	51	82%	1	2%	8	16%	25	49%	17	33%	42	82%
Combined 8	62	11	18%	51	82%	1	2%	8	16%	25	49%	17	33%	42	82%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	11	18%	51	82%	1	2%	8	16%	25	49%	17	33%	42	82%
Female	37	7	19%	30	81%	1	3%	7	23%	16	53%	6	20%	22	73%
Male	25	4	16%	21	84%	0	0%	1	5%	9	43%	11	52%	20	95%
General Education Students	49	5	10%	44	90%	0	0%	6	14%	22	50%	16	36%	38	86%
Students with Disabilities	13	6	46%	7	54%	1	14%	2	29%	3	43%	1	14%	4	57%
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	55	10	18%	45	82%	1	2%	8	18%	21	47%	15	33%	36	80%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	28	5	18%	23	82%	1	4%	5	22%	9	39%	8	35%	17	74%
Not Economically Disadvantaged	34	6	18%	28	82%	0	0%	3	11%	16	57%	9	32%	25	89%
Non-English Language Learner	62	11	18%	51	82%	1	2%	8	16%	25	49%	17	33%	42	82%
Not in Foster Care	62	11	18%	51	82%	1	2%	8	16%	25	49%	17	33%	42	82%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	60	11	18%	49	82%	–	–	–	–	–	–	–	–	–	–
Not Migrant	62	11	18%	51	82%	1	2%	8	16%	25	49%	17	33%	42	82%
Parent Not in Armed Forces	62	11	18%	51	82%	1	2%	8	16%	25	49%	17	33%	42	82%

## **ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	4	7%	5	8%	12	20%	8	13%	32	52%	52	85%
Female	28	1	4%	2	7%	5	18%	4	14%	16	57%	25	89%
Male	33	3	9%	3	9%	7	21%	4	12%	16	48%	27	82%
General Education Students	52	2	4%	3	6%	11	21%	7	13%	29	56%	47	90%
Students with Disabilities	9	2	22%	2	22%	1	11%	1	11%	3	33%	5	56%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	50	3	6%	3	6%	10	20%	6	12%	28	56%	44	88%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	2	18%	2	18%	2	18%	4	36%	8	73%
Economically Disadvantaged	27	3	11%	3	11%	8	30%	5	19%	8	30%	21	78%
Not Economically Disadvantaged	34	1	3%	2	6%	4	12%	3	9%	24	71%	31	91%
Non-English Language Learner	61	4	7%	5	8%	12	20%	8	13%	32	52%	52	85%
Not in Foster Care	61	4	7%	5	8%	12	20%	8	13%	32	52%	52	85%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	60	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	61	4	7%	5	8%	12	20%	8	13%	32	52%	52	85%
Parent Not in Armed Forces	61	4	7%	5	8%	12	20%	8	13%	32	52%	52	85%

## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Female	40	3	8%	2	5%	16	40%	12	30%	7	18%	35	88%
Male	39	3	8%	5	13%	20	51%	3	8%	8	21%	31	79%
General Education Students	61	2	3%	4	7%	27	44%	13	21%	15	25%	55	90%
Students with Disabilities	18	4	22%	3	17%	9	50%	2	11%	0	0%	11	61%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	70	6	9%	7	10%	29	41%	15	21%	13	19%	57	81%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	7	78%	0	0%	2	22%	9	100%
Economically Disadvantaged	36	5	14%	5	14%	15	42%	5	14%	6	17%	26	72%
Not Economically Disadvantaged	43	1	2%	2	5%	21	49%	10	23%	9	21%	40	93%
Non-English Language Learner	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Not in Foster Care	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Not Homeless	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Not Migrant	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Parent Not in Armed Forces	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%

**ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Female	8	0	0%	1	13%	4	50%	3	38%	0	0%	7	88%
Male	11	0	0%	0	0%	6	55%	1	9%	4	36%	11	100%
General Education Students	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	15	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	15	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Not in Foster Care	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Not Homeless	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Not Migrant	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Parent Not in Armed Forces	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%

**ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Female	8	0	0%	0	0%	1	13%	1	13%	6	75%	8	100%
Male	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
General Education Students	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	13	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	14	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Not in Foster Care	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Not Homeless	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Not Migrant	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Parent Not in Armed Forces	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	72	14	19%	7	10%	35	49%	16	22%	51	71%
Female	31	4	13%	4	13%	17	55%	6	19%	23	74%
Male	41	10	24%	3	7%	18	44%	10	24%	28	68%
General Education Students	55	2	4%	5	9%	32	58%	16	29%	48	87%
Students with Disabilities	17	12	71%	2	12%	3	18%	0	0%	3	18%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	63	13	21%	5	8%	32	51%	13	21%	45	71%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	33	11	33%	2	6%	17	52%	3	9%	20	61%
Not Economically Disadvantaged	39	3	8%	5	13%	18	46%	13	33%	31	79%
Non-English Language Learner	72	14	19%	7	10%	35	49%	16	22%	51	71%
Not in Foster Care	72	14	19%	7	10%	35	49%	16	22%	51	71%
Not Homeless	72	14	19%	7	10%	35	49%	16	22%	51	71%
Not Migrant	72	14	19%	7	10%	35	49%	16	22%	51	71%
Parent Not in Armed Forces	72	14	19%	7	10%	35	49%	16	22%	51	71%

**ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	56	3	5%	11	20%	30	54%	12	21%	42	75%
Female	26	2	8%	7	27%	15	58%	2	8%	17	65%
Male	30	1	3%	4	13%	15	50%	10	33%	25	83%
General Education Students	48	3	6%	8	17%	25	52%	12	25%	37	77%
Students with Disabilities	8	0	0%	3	38%	5	63%	0	0%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	49	3	6%	10	20%	25	51%	11	22%	36	73%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	5	71%	1	14%	6	86%
Economically Disadvantaged	25	1	4%	6	24%	15	60%	3	12%	18	72%
Not Economically Disadvantaged	31	2	6%	5	16%	15	48%	9	29%	24	77%
Non-English Language Learner	56	3	5%	11	20%	30	54%	12	21%	42	75%
Not in Foster Care	56	3	5%	11	20%	30	54%	12	21%	42	75%
Not Homeless	56	3	5%	11	20%	30	54%	12	21%	42	75%
Not Migrant	56	3	5%	11	20%	30	54%	12	21%	42	75%
Parent Not in Armed Forces	56	3	5%	11	20%	30	54%	12	21%	42	75%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	21	0	0%	3	14%	11	52%	7	33%	18	86%
Female	12	0	0%	2	17%	7	58%	3	25%	10	83%
Male	9	0	0%	1	11%	4	44%	4	44%	8	89%
General Education Students	21	0	0%	3	14%	11	52%	7	33%	18	86%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	19	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	21	0	0%	3	14%	11	52%	7	33%	18	86%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	19	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	21	0	0%	3	14%	11	52%	7	33%	18	86%
Not in Foster Care	21	0	0%	3	14%	11	52%	7	33%	18	86%
Not Homeless	21	0	0%	3	14%	11	52%	7	33%	18	86%
Not Migrant	21	0	0%	3	14%	11	52%	7	33%	18	86%
Parent Not in Armed Forces	21	0	0%	3	14%	11	52%	7	33%	18	86%



**ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Female	29	2	7%	3	10%	12	41%	4	14%	8	28%	24	83%
Male	33	1	3%	3	9%	11	33%	9	27%	9	27%	29	88%
General Education Students	56	2	4%	6	11%	19	34%	12	21%	17	30%	48	86%
Students with Disabilities	6	1	17%	0	0%	4	67%	1	17%	0	0%	5	83%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	54	3	6%	6	11%	21	39%	12	22%	12	22%	45	83%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	2	25%	1	13%	5	63%	8	100%
Economically Disadvantaged	27	2	7%	2	7%	15	56%	2	7%	6	22%	23	85%
Not Economically Disadvantaged	35	1	3%	4	11%	8	23%	11	31%	11	31%	30	86%
Non-English Language Learner	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Not in Foster Care	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Not Homeless	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Not Migrant	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Parent Not in Armed Forces	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	35	0	0%	1	3%	15	43%	12	34%	7	20%	34	97%
Female	16	0	0%	1	6%	8	50%	4	25%	3	19%	15	94%
Male	19	0	0%	0	0%	7	37%	8	42%	4	21%	19	100%
General Education Students	32	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	3	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	27	0	0%	1	4%	11	41%	10	37%	5	19%	26	96%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	4	50%	2	25%	2	25%	8	100%
Economically Disadvantaged	13	0	0%	0	0%	6	46%	4	31%	3	23%	13	100%
Not Economically Disadvantaged	22	0	0%	1	5%	9	41%	8	36%	4	18%	21	95%
Non-English Language Learner	35	0	0%	1	3%	15	43%	12	34%	7	20%	34	97%
Not in Foster Care	35	0	0%	1	3%	15	43%	12	34%	7	20%	34	97%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	35	0	0%	1	3%	15	43%	12	34%	7	20%	34	97%
Not Migrant	35	0	0%	1	3%	15	43%	12	34%	7	20%	34	97%
Parent Not in Armed Forces	35	0	0%	1	3%	15	43%	12	34%	7	20%	34	97%

### ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	22	22	100	0	0
Female	12	12	100	0	0
Male	10	10	100	0	0
General Education Students	17	17	100	0	0
Students with Disabilities	5	5	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	19	19	100	0	0
Economically Disadvantaged	12	12	100	0	0
Not Economically Disadvantaged	10	10	100	0	0
Non-English Language Learner	22	22	100	0	0
Not in Foster Care	22	22	100	0	0
Homeless	1	1	100	0	0
Not Homeless	21	21	100	0	0
Not Migrant	22	22	100	0	0
Parent Not in Armed Forces	22	22	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

## 2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	39	58%	28	42%	1	1%	5	7%	11	16%	11	16%	22	33%
Female	31	22	71%	9	29%	0	0%	1	3%	4	13%	4	13%	8	26%
Male	36	17	47%	19	53%	1	3%	4	11%	7	19%	7	19%	14	39%
General Education Students	57	35	61%	22	39%	0	0%	2	4%	10	18%	10	18%	20	35%
Students with Disabilities	10	4	40%	6	60%	1	10%	3	30%	1	10%	1	10%	2	20%
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
White	58	34	59%	24	41%	1	2%	4	7%	9	16%	10	17%	19	33%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	5	56%	4	44%	0	0%	1	11%	2	22%	1	11%	3	33%
Economically Disadvantaged	31	18	58%	13	42%	1	3%	4	13%	4	13%	4	13%	8	26%
Not Economically Disadvantaged	36	21	58%	15	42%	0	0%	1	3%	7	19%	7	19%	14	39%
Non-English Language Learner	67	39	58%	28	42%	1	1%	5	7%	11	16%	11	16%	22	33%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	38	—	28	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	66	39	—	27	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	39	58%	28	42%	1	1%	5	7%	11	16%	11	16%	22	33%
Parent Not in Armed Forces	67	39	58%	28	42%	1	1%	5	7%	11	16%	11	16%	22	33%

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	40	36	90	4	10
Female	22	20	91	2	9
Male	18	16	89	2	11
General Education Students	38	34	89	4	11
Students with Disabilities	2	2	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	1	0	0	1	100
White	35	32	91	3	9
Multiracial	3	3	100	0	0
Economically Disadvantaged	16	16	100	0	0
Not Economically Disadvantaged	24	20	83	4	17
Non-English Language Learner	40	36	90	4	10
Not in Foster Care	40	36	90	4	10
Not Homeless	40	36	90	4	10
Not Migrant	40	36	90	4	10
Parent Not in Armed Forces	40	36	90	4	10

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	38	57%	29	43%	2	3%	2	3%	5	7%	20	30%	25	37%
Female	31	16	52%	15	48%	0	0%	2	6%	3	10%	10	32%	13	42%
Male	36	22	61%	14	39%	2	6%	0	0%	2	6%	10	28%	12	33%
General Education Students	57	30	53%	27	47%	0	0%	2	4%	5	9%	20	35%	25	44%
Students with Disabilities	10	8	80%	2	20%	2	20%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
White	58	32	55%	26	45%	2	3%	1	2%	5	9%	18	31%	23	40%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	6	67%	3	33%	0	0%	1	11%	0	0%	2	22%	2	22%
Economically Disadvantaged	31	20	65%	11	35%	2	6%	2	6%	1	3%	6	19%	7	23%
Not Economically Disadvantaged	36	18	50%	18	50%	0	0%	0	0%	4	11%	14	39%	18	50%
Non-English Language Learner	67	38	57%	29	43%	2	3%	2	3%	5	7%	20	30%	25	37%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	37	—	29	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	66	38	—	28	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	38	57%	29	43%	2	3%	2	3%	5	7%	20	30%	25	37%
Parent Not in Armed Forces	67	38	57%	29	43%	2	3%	2	3%	5	7%	20	30%	25	37%

### 2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	62	35	56	27	44
Female	28	14	50	14	50
Male	34	21	62	13	38
General Education Students	55	29	53	26	47
Students with Disabilities	7	6	86	1	14
Black or African American	2	1	50	1	50
Hispanic or Latino	3	1	33	2	67
White	54	30	56	24	44
Multiracial	3	3	100	0	0
Economically Disadvantaged	29	19	66	10	34
Not Economically Disadvantaged	33	16	48	17	52
Non-English Language Learner	62	35	56	27	44
Not in Foster Care	62	35	56	27	44
Not Homeless	62	35	56	27	44
Not Migrant	62	35	56	27	44
Parent Not in Armed Forces	62	35	56	27	44

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	10	15%	57	85%	14	21%	7	10%	27	40%	9	13%	36	54%
Female	31	7	23%	24	77%	7	23%	1	3%	11	35%	5	16%	16	52%
Male	36	3	8%	33	92%	7	19%	6	17%	16	44%	4	11%	20	56%
General Education Students	57	7	12%	50	88%	10	18%	7	12%	24	42%	9	16%	33	58%
Students with Disabilities	10	3	30%	7	70%	4	40%	0	0%	3	30%	0	0%	3	30%
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
White	58	8	14%	50	86%	12	21%	6	10%	24	41%	8	14%	32	55%
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	2	22%	1	11%	3	33%	1	11%	4	44%
Economically Disadvantaged	31	5	16%	26	84%	7	23%	4	13%	13	42%	2	6%	15	48%
Not Economically Disadvantaged	36	5	14%	31	86%	7	19%	3	8%	14	39%	7	19%	21	58%
Non-English Language Learner	67	10	15%	57	85%	14	21%	7	10%	27	40%	9	13%	36	54%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	9	—	57	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	66	10	—	56	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	10	15%	57	85%	14	21%	7	10%	27	40%	9	13%	36	54%
Parent Not in Armed Forces	67	10	15%	57	85%	14	21%	7	10%	27	40%	9	13%	36	54%

### 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	63	7	11	56	89
Female	29	5	17	24	83
Male	34	2	6	32	94
General Education Students	56	6	11	50	89
Students with Disabilities	7	1	14	6	86
Black or African American	2	0	0	2	100
Hispanic or Latino	3	0	0	3	100
White	55	6	11	49	89
Multiracial	3	1	33	2	67
Economically Disadvantaged	29	4	14	25	86
Not Economically Disadvantaged	34	3	9	31	91
Non-English Language Learner	63	7	11	56	89
Not in Foster Care	63	7	11	56	89
Not Homeless	63	7	11	56	89
Not Migrant	63	7	11	56	89
Parent Not in Armed Forces	63	7	11	56	89

See report card Glossary and Guide for criteria used to include students in this table.

# 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	64	96%	3	4%	0	0%	0	0%	2	3%	1	1%	3	4%
Female	31	28	90%	3	10%	0	0%	0	0%	2	6%	1	3%	3	10%
Male	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	57	54	95%	3	5%	0	0%	0	0%	2	4%	1	2%	3	5%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	58	55	95%	3	5%	0	0%	0	0%	2	3%	1	2%	3	5%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	31	30	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	36	34	94%	2	6%	0	0%	0	0%	1	3%	1	3%	2	6%
Non-English Language Learner	67	64	96%	3	4%	0	0%	0	0%	2	3%	1	1%	3	4%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	63	—	3	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	66	63	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	64	96%	3	4%	0	0%	0	0%	2	3%	1	1%	3	4%
Parent Not in Armed Forces	67	64	96%	3	4%	0	0%	0	0%	2	3%	1	1%	3	4%

### 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	25	25	100	0	0
Female	11	11	100	0	0
Male	14	14	100	0	0
General Education Students	19	19	100	0	0
Students with Disabilities	6	6	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	20	20	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	16	16	100	0	0
Not Economically Disadvantaged	9	9	100	0	0
Non-English Language Learner	25	25	100	0	0
Not in Foster Care	25	25	100	0	0
Not Homeless	25	25	100	0	0
Not Migrant	25	25	100	0	0
Parent Not in Armed Forces	25	25	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

# 2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	53	79%	14	21%	0	0%	1	1%	8	12%	5	7%	13	19%
Female	31	27	87%	4	13%	0	0%	1	3%	2	6%	1	3%	3	10%
Male	36	26	72%	10	28%	0	0%	0	0%	6	17%	4	11%	10	28%
General Education Students	57	43	75%	14	25%	0	0%	1	2%	8	14%	5	9%	13	23%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	58	44	76%	14	24%	0	0%	1	2%	8	14%	5	9%	13	22%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	31	29	94%	2	6%	0	0%	1	3%	0	0%	1	3%	1	3%
Not Economically Disadvantaged	36	24	67%	12	33%	0	0%	0	0%	8	22%	4	11%	12	33%
Non-English Language Learner	67	53	79%	14	21%	0	0%	1	1%	8	12%	5	7%	13	19%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	52	—	14	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	66	52	—	14	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	67	53	79%	14	21%	0	0%	1	1%	8	12%	5	7%	13	19%
Parent Not in Armed Forces	67	53	79%	14	21%	0	0%	1	1%	8	12%	5	7%	13	19%

### 2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	45	41	91	4	9
Female	25	22	88	3	12
Male	20	19	95	1	5
General Education Students	37	33	89	4	11
Students with Disabilities	8	8	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	2	2	100	0	0
White	39	35	90	4	10
Multiracial	2	2	100	0	0
Economically Disadvantaged	24	23	96	1	4
Not Economically Disadvantaged	21	18	86	3	14
Non-English Language Learner	45	41	91	4	9
Not in Foster Care	45	41	91	4	9
Homeless	1	1	100	0	0
Not Homeless	44	40	91	4	9
Not Migrant	45	41	91	4	9
Parent Not in Armed Forces	45	41	91	4	9

See report card Glossary and Guide for criteria used to include students in this table.

## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	3	2	67%	1	33%	–	–	–	–	–	–	–	–	–	–

See report card Glossary and Guide for criteria used to include students in this table.

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

## NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*There are not sufficient data for this subgroup.

## NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

## STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	64	9	14%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

## TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	64	2	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%



Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	67	61	91%	17	25%	44	66%	0	0%	0	0%	3	4%	0	0%	3	4%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	67	61	91%	17	25%	44	66%	0	0%	0	0%	3	4%	0	0%	3	4%

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# BAINBRIDGE-GUILFORD HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

## 2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

## ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	2	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	3	2	–	2
English Language Learner	–	–	–	–
Students with Disabilities	2	2	–	–
Economically Disadvantaged	3	2	–	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	80	144.4	3
	Math	83	149.4	
	Combined	163	146.9	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	6	133.3	—
	Math	6	158.3	
	Combined	12	—	
Multiracial	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
White	ELA	69	148.6	3
	Math	72	147.9	
	Combined	141	148.2	
Students with Disabilities	ELA	11	72.7	2
	Math	13	34.6	
	Combined	24	52.1	
Economically Disadvantaged	ELA	36	116.7	3
	Math	36	123.6	
	Combined	72	120.1	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	103	112.1	2
	Math	103	120.4	
	Combined	206	116.3	
Black or African American	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	6	133.3	–
	Math	6	158.3	
	Combined	12	–	
Multiracial	ELA	6	66.7	–
	Math	6	116.7	
	Combined	12	–	
White	ELA	90	113.9	2
	Math	90	118.3	
	Combined	180	116.1	
Students with Disabilities	ELA	23	34.8	2
	Math	23	19.6	
	Combined	46	27.2	
Economically Disadvantaged	ELA	48	87.5	2
	Math	48	92.7	
	Combined	96	90.1	

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	116	46	39.7%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	6	–	–	–
Multiracial	7	–	–	–
White	102	40	39.2%	2
English Language Learner	–	–	–	–
Students with Disabilities	26	–	–	–
Economically Disadvantaged	54	27	50%	2

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	109	74.3%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	1	–
Hispanic or Latino	–	6	–
Multiracial	–	6	–
White	X	96	72.9%
English Language Learner	–	0	–
Students with Disabilities	–	24	–
Economically Disadvantaged	X	51	72.6%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	110	76.4%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	1	–
Hispanic or Latino	–	6	–
Multiracial	–	6	–
White	X	97	75.3%
English Language Learner	–	0	–
Students with Disabilities	–	24	–
Economically Disadvantaged	X	51	70.6%

## SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	3	–	2
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–
Black or African American	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–
Multiracial	–	–	–	–	–
White	4	4	3	–	2
English Language Learner	–	–	–	–	–
Students with Disabilities	–	–	–	–	2
Economically Disadvantaged	3	3	2	–	2

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	25	168	166.9	4
	Math	29	172.4		
	Science	50	157		
Black or African American	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
Hispanic or Latino	ELA	3	–	–	–
	Math	2	–		
	Science	3	–		
Multiracial	ELA	–	–	–	–
	Math	–	–		
	Science	2	–		
White	ELA	21	173.8	170	4
	Math	26	175		
	Science	44	156.8		
Students with Disabilities	ELA	7	78.6	–	–
	Math	3	–		
	Science	8	106.3		
Economically Disadvantaged	ELA	12	116.7	127.9	3
	Math	11	127.3		
	Science	22	145.5		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	58	72.4	122.7	4
	Math	31	161.3		
	Science	56	140.2		
Black or African American	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
Hispanic or Latino	ELA	3	–	–	–
	Math	2	–		
	Science	3	–		
Multiracial	ELA	3	–	–	–
	Math	–	–		
	Science	3	–		
White	ELA	50	73	126.5	4
	Math	27	168.5		
	Science	48	143.8		
Students with Disabilities	ELA	10	55	–	–
	Math	4	–		
	Science	10	85		
Economically Disadvantaged	ELA	27	51.9	92.9	3
	Math	12	116.7		
	Science	27	118.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	51	43	84.3%	93.2%	3
	5-year	63	60	95.2%		
	6-year	49	49	100%		
American Indian or Alaska Native	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	1	–	–		
Black or African American	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Multiracial	4-year	2	–	–	–	–
	5-year	3	–	–		
	6-year	0	–	–		
White	4-year	48	41	85.4%	93.4%	3
	5-year	59	56	94.9%		
	6-year	47	47	100%		
English Language Learner	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	11	–	–	–	–
	5-year	11	–	–		
	6-year	7	–	–		
Economically Disadvantaged	4-year	31	23	74.2%	84.1%	2
	5-year	33	31	93.9%		
	6-year	19	–	–		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	249	128	51.4%	2
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–
Black or African American	5	–	–	–
Hispanic or Latino	13	–	–	–
Multiracial	12	–	–	–
White	214	108	50.5%	2
English Language Learner	–	–	–	–
Students with Disabilities	42	25	59.5%	2
Economically Disadvantaged	112	74	66.1%	2

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	57	43.9%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	2	–
Hispanic or Latino	–	4	–
Multiracial	–	3	–
White	X	48	41.7%
English Language Learner	–	0	–
Students with Disabilities	–	7	–
Economically Disadvantaged	–	25	–

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	30	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	2	—
Hispanic or Latino	—	3	—
Multiracial	—	0	—
White	—	25	—
English Language Learner	—	0	—
Students with Disabilities	—	1	—
Economically Disadvantaged	—	11	—

## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	48	13	27%	35	73%	7	20%	14	40%	9	26%	5	14%	14	40%
Grade 8	62	16	26%	46	74%	8	17%	10	22%	18	39%	10	22%	28	61%
Grades 3-8	110	29	26%	81	74%	15	19%	24	30%	27	33%	15	19%	42	52%

## GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	13	27%	35	73%	7	20%	14	40%	9	26%	5	14%	14	40%
Female	22	5	23%	17	77%	3	18%	5	29%	7	41%	2	12%	9	53%
Male	26	8	31%	18	69%	4	22%	9	50%	2	11%	3	17%	5	28%
General Education Students	36	6	17%	30	83%	3	10%	14	47%	9	30%	4	13%	13	43%
Students with Disabilities	12	7	58%	5	42%	4	80%	0	0%	0	0%	1	20%	1	20%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	42	12	29%	30	71%	4	13%	13	43%	9	30%	4	13%	13	43%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	3	60%	1	20%	0	0%	1	20%	1	20%
Economically Disadvantaged	22	6	27%	16	73%	6	38%	7	44%	2	13%	1	6%	3	19%
Not Economically Disadvantaged	26	7	27%	19	73%	1	5%	7	37%	7	37%	4	21%	11	58%
Non-English Language Learner	48	13	27%	35	73%	7	20%	14	40%	9	26%	5	14%	14	40%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	47	13	28%	34	72%	–	–	–	–	–	–	–	–	–	–
Not Homeless	48	13	27%	35	73%	7	20%	14	40%	9	26%	5	14%	14	40%
Not Migrant	48	13	27%	35	73%	7	20%	14	40%	9	26%	5	14%	14	40%
Parent Not in Armed Forces	48	13	27%	35	73%	7	20%	14	40%	9	26%	5	14%	14	40%

## GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	16	26%	46	74%	8	17%	10	22%	18	39%	10	22%	28	61%
Female	36	10	28%	26	72%	5	19%	5	19%	13	50%	3	12%	16	62%
Male	26	6	23%	20	77%	3	15%	5	25%	5	25%	7	35%	12	60%
General Education Students	50	10	20%	40	80%	5	13%	9	23%	17	43%	9	23%	26	65%
Students with Disabilities	12	6	50%	6	50%	3	50%	1	17%	1	17%	1	17%	2	33%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	55	15	27%	40	73%	7	18%	9	23%	15	38%	9	23%	24	60%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	29	8	28%	21	72%	6	29%	4	19%	6	29%	5	24%	11	52%
Not Economically Disadvantaged	33	8	24%	25	76%	2	8%	6	24%	12	48%	5	20%	17	68%
Non-English Language Learner	62	16	26%	46	74%	8	17%	10	22%	18	39%	10	22%	28	61%
Not in Foster Care	62	16	26%	46	74%	8	17%	10	22%	18	39%	10	22%	28	61%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	60	15	25%	45	75%	–	–	–	–	–	–	–	–	–	–
Not Migrant	62	16	26%	46	74%	8	17%	10	22%	18	39%	10	22%	28	61%
Parent Not in Armed Forces	62	16	26%	46	74%	8	17%	10	22%	18	39%	10	22%	28	61%

## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	48	11	23%	37	77%	8	22%	9	24%	11	30%	9	24%	20	54%
Combined 7	48	11	23%	37	77%	8	22%	9	24%	11	30%	9	24%	20	54%
Grade 8	62	15	24%	47	76%	10	21%	6	13%	26	55%	5	11%	31	66%
Combined 8	62	15	24%	47	76%	10	21%	6	13%	26	55%	5	11%	31	66%
Grades 3-8	110	26	24%	84	76%	18	21%	15	18%	37	44%	14	17%	51	61%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	11	23%	37	77%	8	22%	9	24%	11	30%	9	24%	20	54%
Female	22	4	18%	18	82%	5	28%	3	17%	5	28%	5	28%	10	56%
Male	26	7	27%	19	73%	3	16%	6	32%	6	32%	4	21%	10	53%
General Education Students	36	6	17%	30	83%	2	7%	9	30%	11	37%	8	27%	19	63%
Students with Disabilities	12	5	42%	7	58%	6	86%	0	0%	0	0%	1	14%	1	14%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	42	10	24%	32	76%	7	22%	7	22%	10	31%	8	25%	18	56%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Economically Disadvantaged	22	5	23%	17	77%	6	35%	4	24%	4	24%	3	18%	7	41%
Not Economically Disadvantaged	26	6	23%	20	77%	2	10%	5	25%	7	35%	6	30%	13	65%
Non-English Language Learner	48	11	23%	37	77%	8	22%	9	24%	11	30%	9	24%	20	54%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	47	11	23%	36	77%	–	–	–	–	–	–	–	–	–	–
Not Homeless	48	11	23%	37	77%	8	22%	9	24%	11	30%	9	24%	20	54%
Not Migrant	48	11	23%	37	77%	8	22%	9	24%	11	30%	9	24%	20	54%
Parent Not in Armed Forces	48	11	23%	37	77%	8	22%	9	24%	11	30%	9	24%	20	54%

## GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	15	24%	47	76%	10	21%	6	13%	26	55%	5	11%	31	66%
Female	36	10	28%	26	72%	9	35%	1	4%	14	54%	2	8%	16	62%
Male	26	5	19%	21	81%	1	5%	5	24%	12	57%	3	14%	15	71%
General Education Students	50	9	18%	41	82%	5	12%	6	15%	25	61%	5	12%	30	73%
Students with Disabilities	12	6	50%	6	50%	5	83%	0	0%	1	17%	0	0%	1	17%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	55	14	25%	41	75%	10	24%	5	12%	21	51%	5	12%	26	63%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	1	17%	5	83%	0	0%	5	83%
Economically Disadvantaged	29	10	34%	19	66%	6	32%	2	11%	9	47%	2	11%	11	58%
Not Economically Disadvantaged	33	5	15%	28	85%	4	14%	4	14%	17	61%	3	11%	20	71%
Non-English Language Learner	62	15	24%	47	76%	10	21%	6	13%	26	55%	5	11%	31	66%
Not in Foster Care	62	15	24%	47	76%	10	21%	6	13%	26	55%	5	11%	31	66%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	60	13	22%	47	78%	10	21%	6	13%	26	55%	5	11%	31	66%
Not Migrant	62	15	24%	47	76%	10	21%	6	13%	26	55%	5	11%	31	66%
Parent Not in Armed Forces	62	15	24%	47	76%	10	21%	6	13%	26	55%	5	11%	31	66%

## GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	61	10	16%	51	84%	1	2%	8	16%	25	49%	17	33%	42	82%
Combined 8	61	10	16%	51	84%	1	2%	8	16%	25	49%	17	33%	42	82%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	10	16%	51	84%	1	2%	8	16%	25	49%	17	33%	42	82%
Female	36	6	17%	30	83%	1	3%	7	23%	16	53%	6	20%	22	73%
Male	25	4	16%	21	84%	0	0%	1	5%	9	43%	11	52%	20	95%
General Education Students	49	5	10%	44	90%	0	0%	6	14%	22	50%	16	36%	38	86%
Students with Disabilities	12	5	42%	7	58%	1	14%	2	29%	3	43%	1	14%	4	57%
Hispanic or Latino	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
White	54	9	17%	45	83%	1	2%	8	18%	21	47%	15	33%	36	80%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	28	5	18%	23	82%	1	4%	5	22%	9	39%	8	35%	17	74%
Not Economically Disadvantaged	33	5	15%	28	85%	0	0%	3	11%	16	57%	9	32%	25	89%
Non-English Language Learner	61	10	16%	51	84%	1	2%	8	16%	25	49%	17	33%	42	82%
Not in Foster Care	61	10	16%	51	84%	1	2%	8	16%	25	49%	17	33%	42	82%
Homeless	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	59	10	17%	49	83%	–	–	–	–	–	–	–	–	–	–
Not Migrant	61	10	16%	51	84%	1	2%	8	16%	25	49%	17	33%	42	82%
Parent Not in Armed Forces	61	10	16%	51	84%	1	2%	8	16%	25	49%	17	33%	42	82%

## **ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	4	7%	5	8%	11	18%	8	13%	32	53%	51	85%
Female	28	1	4%	2	7%	5	18%	4	14%	16	57%	25	89%
Male	32	3	9%	3	9%	6	19%	4	13%	16	50%	26	81%
General Education Students	52	2	4%	3	6%	11	21%	7	13%	29	56%	47	90%
Students with Disabilities	8	2	25%	2	25%	0	0%	1	13%	3	38%	4	50%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	49	3	6%	3	6%	9	18%	6	12%	28	57%	43	88%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	1	9%	2	18%	2	18%	2	18%	4	36%	8	73%
Economically Disadvantaged	27	3	11%	3	11%	8	30%	5	19%	8	30%	21	78%
Not Economically Disadvantaged	33	1	3%	2	6%	3	9%	3	9%	24	73%	30	91%
Non-English Language Learner	60	4	7%	5	8%	11	18%	8	13%	32	53%	51	85%
Not in Foster Care	60	4	7%	5	8%	11	18%	8	13%	32	53%	51	85%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	59	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	60	4	7%	5	8%	11	18%	8	13%	32	53%	51	85%
Parent Not in Armed Forces	60	4	7%	5	8%	11	18%	8	13%	32	53%	51	85%

**ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Female	40	3	8%	2	5%	16	40%	12	30%	7	18%	35	88%
Male	39	3	8%	5	13%	20	51%	3	8%	8	21%	31	79%
General Education Students	61	2	3%	4	7%	27	44%	13	21%	15	25%	55	90%
Students with Disabilities	18	4	22%	3	17%	9	50%	2	11%	0	0%	11	61%
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	70	6	9%	7	10%	29	41%	15	21%	13	19%	57	81%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	7	78%	0	0%	2	22%	9	100%
Economically Disadvantaged	36	5	14%	5	14%	15	42%	5	14%	6	17%	26	72%
Not Economically Disadvantaged	43	1	2%	2	5%	21	49%	10	23%	9	21%	40	93%
Non-English Language Learner	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Not in Foster Care	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Not Homeless	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Not Migrant	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%
Parent Not in Armed Forces	79	6	8%	7	9%	36	46%	15	19%	15	19%	66	84%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Female	8	0	0%	1	13%	4	50%	3	38%	0	0%	7	88%
Male	11	0	0%	0	0%	6	55%	1	9%	4	36%	11	100%
General Education Students	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	15	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Economically Disadvantaged	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	15	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Not in Foster Care	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Not Homeless	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Not Migrant	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%
Parent Not in Armed Forces	19	0	0%	1	5%	10	53%	4	21%	4	21%	18	95%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Female	8	0	0%	0	0%	1	13%	1	13%	6	75%	8	100%
Male	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
General Education Students	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	13	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	14	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Not in Foster Care	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Not Homeless	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Not Migrant	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%
Parent Not in Armed Forces	15	0	0%	0	0%	2	13%	3	20%	10	67%	15	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	72	14	19%	7	10%	35	49%	16	22%	51	71%
Female	31	4	13%	4	13%	17	55%	6	19%	23	74%
Male	41	10	24%	3	7%	18	44%	10	24%	28	68%
General Education Students	55	2	4%	5	9%	32	58%	16	29%	48	87%
Students with Disabilities	17	12	71%	2	12%	3	18%	0	0%	3	18%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	63	13	21%	5	8%	32	51%	13	21%	45	71%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	33	11	33%	2	6%	17	52%	3	9%	20	61%
Not Economically Disadvantaged	39	3	8%	5	13%	18	46%	13	33%	31	79%
Non-English Language Learner	72	14	19%	7	10%	35	49%	16	22%	51	71%
Not in Foster Care	72	14	19%	7	10%	35	49%	16	22%	51	71%
Not Homeless	72	14	19%	7	10%	35	49%	16	22%	51	71%
Not Migrant	72	14	19%	7	10%	35	49%	16	22%	51	71%
Parent Not in Armed Forces	72	14	19%	7	10%	35	49%	16	22%	51	71%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	56	3	5%	11	20%	30	54%	12	21%	42	75%
Female	26	2	8%	7	27%	15	58%	2	8%	17	65%
Male	30	1	3%	4	13%	15	50%	10	33%	25	83%
General Education Students	48	3	6%	8	17%	25	52%	12	25%	37	77%
Students with Disabilities	8	0	0%	3	38%	5	63%	0	0%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	49	3	6%	10	20%	25	51%	11	22%	36	73%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	5	71%	1	14%	6	86%
Economically Disadvantaged	25	1	4%	6	24%	15	60%	3	12%	18	72%
Not Economically Disadvantaged	31	2	6%	5	16%	15	48%	9	29%	24	77%
Non-English Language Learner	56	3	5%	11	20%	30	54%	12	21%	42	75%
Not in Foster Care	56	3	5%	11	20%	30	54%	12	21%	42	75%
Not Homeless	56	3	5%	11	20%	30	54%	12	21%	42	75%
Not Migrant	56	3	5%	11	20%	30	54%	12	21%	42	75%
Parent Not in Armed Forces	56	3	5%	11	20%	30	54%	12	21%	42	75%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	21	0	0%	3	14%	11	52%	7	33%	18	86%
Female	12	0	0%	2	17%	7	58%	3	25%	10	83%
Male	9	0	0%	1	11%	4	44%	4	44%	8	89%
General Education Students	21	0	0%	3	14%	11	52%	7	33%	18	86%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	19	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	21	0	0%	3	14%	11	52%	7	33%	18	86%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	19	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	21	0	0%	3	14%	11	52%	7	33%	18	86%
Not in Foster Care	21	0	0%	3	14%	11	52%	7	33%	18	86%
Not Homeless	21	0	0%	3	14%	11	52%	7	33%	18	86%
Not Migrant	21	0	0%	3	14%	11	52%	7	33%	18	86%
Parent Not in Armed Forces	21	0	0%	3	14%	11	52%	7	33%	18	86%



**ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Female	29	2	7%	3	10%	12	41%	4	14%	8	28%	24	83%
Male	33	1	3%	3	9%	11	33%	9	27%	9	27%	29	88%
General Education Students	56	2	4%	6	11%	19	34%	12	21%	17	30%	48	86%
Students with Disabilities	6	1	17%	0	0%	4	67%	1	17%	0	0%	5	83%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	54	3	6%	6	11%	21	39%	12	22%	12	22%	45	83%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	2	25%	1	13%	5	63%	8	100%
Economically Disadvantaged	27	2	7%	2	7%	15	56%	2	7%	6	22%	23	85%
Not Economically Disadvantaged	35	1	3%	4	11%	8	23%	11	31%	11	31%	30	86%
Non-English Language Learner	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Not in Foster Care	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Not Homeless	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Not Migrant	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%
Parent Not in Armed Forces	62	3	5%	6	10%	23	37%	13	21%	17	27%	53	85%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	34	0	0%	1	3%	14	41%	12	35%	7	21%	33	97%
Female	16	0	0%	1	6%	8	50%	4	25%	3	19%	15	94%
Male	18	0	0%	0	0%	6	33%	8	44%	4	22%	18	100%
General Education Students	32	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	26	0	0%	1	4%	10	38%	10	38%	5	19%	25	96%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	4	50%	2	25%	2	25%	8	100%
Economically Disadvantaged	13	0	0%	0	0%	6	46%	4	31%	3	23%	13	100%
Not Economically Disadvantaged	21	0	0%	1	5%	8	38%	8	38%	4	19%	20	95%
Non-English Language Learner	34	0	0%	1	3%	14	41%	12	35%	7	21%	33	97%
Not in Foster Care	34	0	0%	1	3%	14	41%	12	35%	7	21%	33	97%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	34	0	0%	1	3%	14	41%	12	35%	7	21%	33	97%
Not Migrant	34	0	0%	1	3%	14	41%	12	35%	7	21%	33	97%
Parent Not in Armed Forces	34	0	0%	1	3%	14	41%	12	35%	7	21%	33	97%

## ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	22	22	100	0	0
Female	12	12	100	0	0
Male	10	10	100	0	0
General Education Students	17	17	100	0	0
Students with Disabilities	5	5	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	1	1	100	0	0
White	19	19	100	0	0
Economically Disadvantaged	12	12	100	0	0
Not Economically Disadvantaged	10	10	100	0	0
Non-English Language Learner	22	22	100	0	0
Not in Foster Care	22	22	100	0	0
Homeless	1	1	100	0	0
Not Homeless	21	21	100	0	0
Not Migrant	22	22	100	0	0
Parent Not in Armed Forces	22	22	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

## TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

## 2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	38	58%	28	42%	1	2%	5	8%	11	17%	11	17%	22	33%
Female	30	21	70%	9	30%	0	0%	1	3%	4	13%	4	13%	8	27%
Male	36	17	47%	19	53%	1	3%	4	11%	7	19%	7	19%	14	39%
General Education Students	57	35	61%	22	39%	0	0%	2	4%	10	18%	10	18%	20	35%
Students with Disabilities	9	3	33%	6	67%	1	11%	3	33%	1	11%	1	11%	2	22%
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
White	57	33	58%	24	42%	1	2%	4	7%	9	16%	10	18%	19	33%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	5	56%	4	44%	0	0%	1	11%	2	22%	1	11%	3	33%
Economically Disadvantaged	31	18	58%	13	42%	1	3%	4	13%	4	13%	4	13%	8	26%
Not Economically Disadvantaged	35	20	57%	15	43%	0	0%	1	3%	7	20%	7	20%	14	40%
Non-English Language Learner	66	38	58%	28	42%	1	2%	5	8%	11	17%	11	17%	22	33%
Not in Foster Care	66	38	58%	28	42%	1	2%	5	8%	11	17%	11	17%	22	33%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	38	—	27	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	66	38	58%	28	42%	1	2%	5	8%	11	17%	11	17%	22	33%
Parent Not in Armed Forces	66	38	58%	28	42%	1	2%	5	8%	11	17%	11	17%	22	33%

## 2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	40	36	90	4	10
Female	22	20	91	2	9
Male	18	16	89	2	11
General Education Students	38	34	89	4	11
Students with Disabilities	2	2	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	1	0	0	1	100
White	35	32	91	3	9
Multiracial	3	3	100	0	0
Economically Disadvantaged	16	16	100	0	0
Not Economically Disadvantaged	24	20	83	4	17
Non-English Language Learner	40	36	90	4	10
Not in Foster Care	40	36	90	4	10
Not Homeless	40	36	90	4	10
Not Migrant	40	36	90	4	10
Parent Not in Armed Forces	40	36	90	4	10

See report card Glossary and Guide for criteria used to include students in this table.

## 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	37	56%	29	44%	2	3%	2	3%	5	8%	20	30%	25	38%
Female	30	15	50%	15	50%	0	0%	2	7%	3	10%	10	33%	13	43%
Male	36	22	61%	14	39%	2	6%	0	0%	2	6%	10	28%	12	33%
General Education Students	57	30	53%	27	47%	0	0%	2	4%	5	9%	20	35%	25	44%
Students with Disabilities	9	7	78%	2	22%	2	22%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
White	57	31	54%	26	46%	2	4%	1	2%	5	9%	18	32%	23	40%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	6	67%	3	33%	0	0%	1	11%	0	0%	2	22%	2	22%
Economically Disadvantaged	31	20	65%	11	35%	2	6%	2	6%	1	3%	6	19%	7	23%
Not Economically Disadvantaged	35	17	49%	18	51%	0	0%	0	0%	4	11%	14	40%	18	51%
Non-English Language Learner	66	37	56%	29	44%	2	3%	2	3%	5	8%	20	30%	25	38%
Not in Foster Care	66	37	56%	29	44%	2	3%	2	3%	5	8%	20	30%	25	38%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	37	—	28	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	66	37	56%	29	44%	2	3%	2	3%	5	8%	20	30%	25	38%
Parent Not in Armed Forces	66	37	56%	29	44%	2	3%	2	3%	5	8%	20	30%	25	38%

## 2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	62	35	56	27	44
Female	28	14	50	14	50
Male	34	21	62	13	38
General Education Students	55	29	53	26	47
Students with Disabilities	7	6	86	1	14
Black or African American	2	1	50	1	50
Hispanic or Latino	3	1	33	2	67
White	54	30	56	24	44
Multiracial	3	3	100	0	0
Economically Disadvantaged	29	19	66	10	34
Not Economically Disadvantaged	33	16	48	17	52
Non-English Language Learner	62	35	56	27	44
Not in Foster Care	62	35	56	27	44
Not Homeless	62	35	56	27	44
Not Migrant	62	35	56	27	44
Parent Not in Armed Forces	62	35	56	27	44

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	9	14%	57	86%	14	21%	7	11%	27	41%	9	14%	36	55%
Female	30	6	20%	24	80%	7	23%	1	3%	11	37%	5	17%	16	53%
Male	36	3	8%	33	92%	7	19%	6	17%	16	44%	4	11%	20	56%
General Education Students	57	7	12%	50	88%	10	18%	7	12%	24	42%	9	16%	33	58%
Students with Disabilities	9	2	22%	7	78%	4	44%	0	0%	3	33%	0	0%	3	33%
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
White	57	7	12%	50	88%	12	21%	6	11%	24	42%	8	14%	32	56%
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	2	22%	1	11%	3	33%	1	11%	4	44%
Economically Disadvantaged	31	5	16%	26	84%	7	23%	4	13%	13	42%	2	6%	15	48%
Not Economically Disadvantaged	35	4	11%	31	89%	7	20%	3	9%	14	40%	7	20%	21	60%
Non-English Language Learner	66	9	14%	57	86%	14	21%	7	11%	27	41%	9	14%	36	55%
Not in Foster Care	66	9	14%	57	86%	14	21%	7	11%	27	41%	9	14%	36	55%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	9	—	56	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	66	9	14%	57	86%	14	21%	7	11%	27	41%	9	14%	36	55%
Parent Not in Armed Forces	66	9	14%	57	86%	14	21%	7	11%	27	41%	9	14%	36	55%

## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	63	7	11	56	89
Female	29	5	17	24	83
Male	34	2	6	32	94
General Education Students	56	6	11	50	89
Students with Disabilities	7	1	14	6	86
Black or African American	2	0	0	2	100
Hispanic or Latino	3	0	0	3	100
White	55	6	11	49	89
Multiracial	3	1	33	2	67
Economically Disadvantaged	29	4	14	25	86
Not Economically Disadvantaged	34	3	9	31	91
Non-English Language Learner	63	7	11	56	89
Not in Foster Care	63	7	11	56	89
Not Homeless	63	7	11	56	89
Not Migrant	63	7	11	56	89
Parent Not in Armed Forces	63	7	11	56	89

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	63	95%	3	5%	0	0%	0	0%	2	3%	1	2%	3	5%
Female	30	27	90%	3	10%	0	0%	0	0%	2	7%	1	3%	3	10%
Male	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	57	54	95%	3	5%	0	0%	0	0%	2	4%	1	2%	3	5%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	57	54	95%	3	5%	0	0%	0	0%	2	4%	1	2%	3	5%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	31	30	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	35	33	94%	2	6%	0	0%	0	0%	1	3%	1	3%	2	6%
Non-English Language Learner	66	63	95%	3	5%	0	0%	0	0%	2	3%	1	2%	3	5%
Not in Foster Care	66	63	95%	3	5%	0	0%	0	0%	2	3%	1	2%	3	5%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	62	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	66	63	95%	3	5%	0	0%	0	0%	2	3%	1	2%	3	5%
Parent Not in Armed Forces	66	63	95%	3	5%	0	0%	0	0%	2	3%	1	2%	3	5%

## 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	25	25	100	0	0
Female	11	11	100	0	0
Male	14	14	100	0	0
General Education Students	19	19	100	0	0
Students with Disabilities	6	6	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	20	20	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	16	16	100	0	0
Not Economically Disadvantaged	9	9	100	0	0
Non-English Language Learner	25	25	100	0	0
Not in Foster Care	25	25	100	0	0
Not Homeless	25	25	100	0	0
Not Migrant	25	25	100	0	0
Parent Not in Armed Forces	25	25	100	0	0

See report card Glossary and Guide for criteria used to include students in this table.

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	52	79%	14	21%	0	0%	1	2%	8	12%	5	8%	13	20%
Female	30	26	87%	4	13%	0	0%	1	3%	2	7%	1	3%	3	10%
Male	36	26	72%	10	28%	0	0%	0	0%	6	17%	4	11%	10	28%
General Education Students	57	43	75%	14	25%	0	0%	1	2%	8	14%	5	9%	13	23%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	57	43	75%	14	25%	0	0%	1	2%	8	14%	5	9%	13	23%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	31	29	94%	2	6%	0	0%	1	3%	0	0%	1	3%	1	3%
Not Economically Disadvantaged	35	23	66%	12	34%	0	0%	0	0%	8	23%	4	11%	12	34%
Non-English Language Learner	66	52	79%	14	21%	0	0%	1	2%	8	12%	5	8%	13	20%
Not in Foster Care	66	52	79%	14	21%	0	0%	1	2%	8	12%	5	8%	13	20%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	51	—	14	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	66	52	79%	14	21%	0	0%	1	2%	8	12%	5	8%	13	20%
Parent Not in Armed Forces	66	52	79%	14	21%	0	0%	1	2%	8	12%	5	8%	13	20%

## 2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	45	41	91	4	9
Female	25	22	88	3	12
Male	20	19	95	1	5
General Education Students	37	33	89	4	11
Students with Disabilities	8	8	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	2	2	100	0	0
White	39	35	90	4	10
Multiracial	2	2	100	0	0
Economically Disadvantaged	24	23	96	1	4
Not Economically Disadvantaged	21	18	86	3	14
Non-English Language Learner	45	41	91	4	9
Not in Foster Care	45	41	91	4	9
Homeless	1	1	100	0	0
Not Homeless	44	40	91	4	9
Not Migrant	45	41	91	4	9
Parent Not in Armed Forces	45	41	91	4	9

See report card Glossary and Guide for criteria used to include students in this table.

## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

See report card Glossary and Guide for criteria used to include students in this table.

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

### NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*There are not sufficient data for this subgroup.

## NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

## STAFF QUALIFICATIONS (2022-23)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	30	2	7%	1	0	0%
THIS DISTRICT	64	9	14%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	30	2	7%
THIS DISTRICT	64	2	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

## TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	61	92%	17	26%	44	67%	0	0%	0	0%	2	3%	0	0%	3	5%
Female	30	29	97%	8	27%	21	70%	0	0%	0	0%	1	3%	0	0%	0	0%
Male	36	32	89%	9	25%	23	64%	0	0%	0	0%	1	3%	0	0%	3	8%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	57	54	95%	17	30%	37	65%	0	0%	0	0%	1	2%	0	0%	2	4%
Students with Disabilities	9	7	78%	0	0%	7	78%	0	0%	0	0%	1	11%	0	0%	1	11%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	57	53	93%	16	28%	37	65%	0	0%	0	0%	1	2%	0	0%	3	5%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	31	27	87%	4	13%	23	74%	0	0%	0	0%	2	6%	0	0%	2	6%
Not Economically Disadvantaged	35	34	97%	13	37%	21	60%	0	0%	0	0%	0	0%	0	0%	1	3%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	66	61	92%	17	26%	44	67%	0	0%	0	0%	2	3%	0	0%	3	5%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	66	61	92%	17	26%	44	67%	0	0%	0	0%	2	3%	0	0%	3	5%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	65	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	66	61	92%	17	26%	44	67%	0	0%	0	0%	2	3%	0	0%	3	5%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	66	61	92%	17	26%	44	67%	0	0%	0	0%	2	3%	0	0%	3	5%

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# GREENLAWN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

## 2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

## ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	2	2	–	2
English Language Learner	–	–	–	–
Students with Disabilities	2	2	–	2
Economically Disadvantaged	2	2	–	1

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	202	105.9	2
	Math	198	105.3	
	Combined	400	105.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Black or African American	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	10	140	–
	Math	10	125	
	Combined	20	–	
Multiracial	ELA	13	88.5	–
	Math	12	133.3	
	Combined	25	–	
White	ELA	176	104.8	2
	Math	173	102.3	
	Combined	349	103.6	
Students with Disabilities	ELA	31	46.8	2
	Math	31	53.2	
	Combined	62	50	
Economically Disadvantaged	ELA	106	93.4	2
	Math	102	93.6	
	Combined	208	93.5	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	210	101.9	2
	Math	210	99.3	
	Combined	420	100.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Black or African American	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Hispanic or Latino	ELA	10	140	–
	Math	10	125	
	Combined	20	–	
Multiracial	ELA	14	82.1	–
	Math	14	114.3	
	Combined	28	–	
White	ELA	183	100.8	2
	Math	183	96.7	
	Combined	366	98.8	
Students with Disabilities	ELA	31	46.8	2
	Math	31	53.2	
	Combined	62	50	
Economically Disadvantaged	ELA	115	86.1	2
	Math	115	83	
	Combined	230	84.6	

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	282	130	46.1%	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	13	–	–	–
Multiracial	16	–	–	–
White	250	114	45.6%	2
English Language Learner	–	–	–	–
Students with Disabilities	42	22	52.4%	2
Economically Disadvantaged	149	83	55.7%	1

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	224	91.5%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	1	–
Hispanic or Latino	–	10	–
Multiracial	–	15	–
White	X	196	91.3%
English Language Learner	–	0	–
Students with Disabilities	–	32	–
Economically Disadvantaged	X	122	87.7%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	224	89.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	1	—
Hispanic or Latino	—	10	—
Multiracial	—	15	—
White	X	196	89.8%
English Language Learner	—	0	—
Students with Disabilities	—	32	—
Economically Disadvantaged	X	122	84.4%

## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%
Grade 4	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Grade 5	54	4	7%	50	93%	18	36%	16	32%	14	28%	2	4%	16	32%
Grade 6	55	13	24%	42	76%	10	24%	12	29%	12	29%	8	19%	20	48%
Grades 3-8	225	21	9%	204	91%	66	32%	69	34%	52	25%	17	8%	69	34%

## GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%
Female	28	0	0%	28	100%	8	29%	10	36%	7	25%	3	11%	10	36%
Male	26	2	8%	24	92%	9	38%	8	33%	5	21%	2	8%	7	29%
General Education Students	46	1	2%	45	98%	13	29%	16	36%	11	24%	5	11%	16	36%
Students with Disabilities	8	1	13%	7	88%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	47	2	4%	45	96%	15	33%	16	36%	10	22%	4	9%	14	31%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	2	29%	2	29%	2	29%	1	14%	3	43%
Economically Disadvantaged	32	2	6%	30	94%	10	33%	9	30%	9	30%	2	7%	11	37%
Not Economically Disadvantaged	22	0	0%	22	100%	7	32%	9	41%	3	14%	3	14%	6	27%
Non-English Language Learner	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%
Not in Foster Care	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%
Not Homeless	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%
Not Migrant	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%
Parent Not in Armed Forces	54	2	4%	52	96%	17	33%	18	35%	12	23%	5	10%	17	33%

## GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Female	29	1	3%	28	97%	7	25%	11	39%	9	32%	1	4%	10	36%
Male	33	1	3%	32	97%	14	44%	12	38%	5	16%	1	3%	6	19%
General Education Students	49	2	4%	47	96%	12	26%	19	40%	14	30%	2	4%	16	34%
Students with Disabilities	13	0	0%	13	100%	9	69%	4	31%	0	0%	0	0%	0	0%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	54	2	4%	52	96%	16	31%	21	40%	14	27%	1	2%	15	29%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	5	63%	2	25%	0	0%	1	13%	1	13%
Economically Disadvantaged	31	1	3%	30	97%	12	40%	13	43%	5	17%	0	0%	5	17%
Not Economically Disadvantaged	31	1	3%	30	97%	9	30%	10	33%	9	30%	2	7%	11	37%
Non-English Language Learner	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Not in Foster Care	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Not Homeless	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Not Migrant	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%
Parent Not in Armed Forces	62	2	3%	60	97%	21	35%	23	38%	14	23%	2	3%	16	27%

## GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	4	7%	50	93%	18	36%	16	32%	14	28%	2	4%	16	32%
Female	25	2	8%	23	92%	10	43%	6	26%	6	26%	1	4%	7	30%
Male	29	2	7%	27	93%	8	30%	10	37%	8	30%	1	4%	9	33%
General Education Students	46	2	4%	44	96%	14	32%	14	32%	14	32%	2	5%	16	36%
Students with Disabilities	8	2	25%	6	75%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	46	3	7%	43	93%	18	42%	13	30%	10	23%	2	5%	12	28%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	3	43%	4	57%	0	0%	4	57%
Economically Disadvantaged	26	1	4%	25	96%	10	40%	10	40%	4	16%	1	4%	5	20%
Not Economically Disadvantaged	28	3	11%	25	89%	8	32%	6	24%	10	40%	1	4%	11	44%
Non-English Language Learner	54	4	7%	50	93%	18	36%	16	32%	14	28%	2	4%	16	32%
Not in Foster Care	54	4	7%	50	93%	18	36%	16	32%	14	28%	2	4%	16	32%
Not Homeless	54	4	7%	50	93%	18	36%	16	32%	14	28%	2	4%	16	32%
Not Migrant	54	4	7%	50	93%	18	36%	16	32%	14	28%	2	4%	16	32%
Parent Not in Armed Forces	54	4	7%	50	93%	18	36%	16	32%	14	28%	2	4%	16	32%

## GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	13	24%	42	76%	10	24%	12	29%	12	29%	8	19%	20	48%
Female	35	8	23%	27	77%	5	19%	10	37%	7	26%	5	19%	12	44%
Male	20	5	25%	15	75%	5	33%	2	13%	5	33%	3	20%	8	53%
General Education Students	51	12	24%	39	76%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	50	12	24%	38	76%	–	–	–	–	–	–	–	–	–	–
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	55	13	24%	42	76%	10	24%	12	29%	12	29%	8	19%	20	48%
Economically Disadvantaged	33	11	33%	22	67%	7	32%	7	32%	5	23%	3	14%	8	36%
Not Economically Disadvantaged	22	2	9%	20	91%	3	15%	5	25%	7	35%	5	25%	12	60%
Non-English Language Learner	55	13	24%	42	76%	10	24%	12	29%	12	29%	8	19%	20	48%
Not in Foster Care	55	13	24%	42	76%	10	24%	12	29%	12	29%	8	19%	20	48%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	54	12	22%	42	78%	10	24%	12	29%	12	29%	8	19%	20	48%
Not Migrant	55	13	24%	42	76%	10	24%	12	29%	12	29%	8	19%	20	48%
Parent Not in Armed Forces	55	13	24%	42	76%	10	24%	12	29%	12	29%	8	19%	20	48%

## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%
Grade 4	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Grade 5	54	6	11%	48	89%	18	38%	19	40%	8	17%	3	6%	11	23%
Grade 6	55	13	24%	42	76%	14	33%	12	29%	16	38%	0	0%	16	38%
Combined 6	55	13	24%	42	76%	14	33%	12	29%	16	38%	0	0%	16	38%
Grades 3-8	225	25	11%	200	89%	58	29%	75	38%	61	31%	6	3%	67	34%

See report card Glossary and Guide for criteria used to include students in this table.

## GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%
Female	28	0	0%	28	100%	5	18%	18	64%	4	14%	1	4%	5	18%
Male	26	2	8%	24	92%	2	8%	11	46%	11	46%	0	0%	11	46%
General Education Students	46	1	2%	45	98%	3	7%	27	60%	14	31%	1	2%	15	33%
Students with Disabilities	8	1	13%	7	88%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	47	2	4%	45	96%	6	13%	25	56%	13	29%	1	2%	14	31%
Multiracial	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	4	57%	2	29%	0	0%	2	29%
Economically Disadvantaged	32	2	6%	30	94%	5	17%	16	53%	8	27%	1	3%	9	30%
Not Economically Disadvantaged	22	0	0%	22	100%	2	9%	13	59%	7	32%	0	0%	7	32%
Non-English Language Learner	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%
Not in Foster Care	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%
Not Homeless	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%
Not Migrant	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%
Parent Not in Armed Forces	54	2	4%	52	96%	7	13%	29	56%	15	29%	1	2%	16	31%

## GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Female	29	1	3%	28	97%	9	32%	8	29%	10	36%	1	4%	11	39%
Male	33	3	9%	30	91%	10	33%	7	23%	12	40%	1	3%	13	43%
General Education Students	49	4	8%	45	92%	10	22%	13	29%	20	44%	2	4%	22	49%
Students with Disabilities	13	0	0%	13	100%	9	69%	2	15%	2	15%	0	0%	2	15%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	54	2	4%	52	96%	17	33%	13	25%	20	38%	2	4%	22	42%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	2	33%	2	33%	2	33%	0	0%	2	33%
Economically Disadvantaged	31	3	10%	28	90%	11	39%	8	29%	9	32%	0	0%	9	32%
Not Economically Disadvantaged	31	1	3%	30	97%	8	27%	7	23%	13	43%	2	7%	15	50%
Non-English Language Learner	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Not in Foster Care	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Not Homeless	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Not Migrant	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%
Parent Not in Armed Forces	62	4	6%	58	94%	19	33%	15	26%	22	38%	2	3%	24	41%

## GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	6	11%	48	89%	18	38%	19	40%	8	17%	3	6%	11	23%
Female	25	4	16%	21	84%	8	38%	9	43%	4	19%	0	0%	4	19%
Male	29	2	7%	27	93%	10	37%	10	37%	4	15%	3	11%	7	26%
General Education Students	46	4	9%	42	91%	14	33%	17	40%	8	19%	3	7%	11	26%
Students with Disabilities	8	2	25%	6	75%	4	67%	2	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	46	5	11%	41	89%	17	41%	16	39%	6	15%	2	5%	8	20%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	1	14%	3	43%	2	29%	1	14%	3	43%
Economically Disadvantaged	26	3	12%	23	88%	9	39%	9	39%	3	13%	2	9%	5	22%
Not Economically Disadvantaged	28	3	11%	25	89%	9	36%	10	40%	5	20%	1	4%	6	24%
Non-English Language Learner	54	6	11%	48	89%	18	38%	19	40%	8	17%	3	6%	11	23%
Not in Foster Care	54	6	11%	48	89%	18	38%	19	40%	8	17%	3	6%	11	23%
Not Homeless	54	6	11%	48	89%	18	38%	19	40%	8	17%	3	6%	11	23%
Not Migrant	54	6	11%	48	89%	18	38%	19	40%	8	17%	3	6%	11	23%
Parent Not in Armed Forces	54	6	11%	48	89%	18	38%	19	40%	8	17%	3	6%	11	23%

## GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	13	24%	42	76%	14	33%	12	29%	16	38%	0	0%	16	38%
Female	35	8	23%	27	77%	10	37%	9	33%	8	30%	0	0%	8	30%
Male	20	5	25%	15	75%	4	27%	3	20%	8	53%	0	0%	8	53%
General Education Students	51	12	24%	39	76%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	50	13	26%	37	74%	14	38%	10	27%	13	35%	0	0%	13	35%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	3	60%
Economically Disadvantaged	33	11	33%	22	67%	11	50%	5	23%	6	27%	0	0%	6	27%
Not Economically Disadvantaged	22	2	9%	20	91%	3	15%	7	35%	10	50%	0	0%	10	50%
Non-English Language Learner	55	13	24%	42	76%	14	33%	12	29%	16	38%	0	0%	16	38%
Not in Foster Care	55	13	24%	42	76%	14	33%	12	29%	16	38%	0	0%	16	38%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	54	13	24%	41	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	55	13	24%	42	76%	14	33%	12	29%	16	38%	0	0%	16	38%
Parent Not in Armed Forces	55	13	24%	42	76%	14	33%	12	29%	16	38%	0	0%	16	38%

## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

See report card Glossary and Guide for criteria used to include students in this table.

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

### NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*There are not sufficient data for this subgroup.

## NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

## STAFF QUALIFICATIONS (2022-23)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	24	6	25%	1	0	0%
THIS DISTRICT	64	9	14%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

**TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION**

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	24	0	0%
THIS DISTRICT	64	2	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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# GUILFORD ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

## 2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

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Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

Section 1003 School Improvement Funds Data (72.97 kilobytes)

For information on the use of Title I School Improvement funds, see:

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	–	1
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	–	–	–	–
Hispanic or Latino	–	–	–	–
Multiracial	–	–	–	–
White	2	2	–	1
English Language Learner	–	–	–	–
Students with Disabilities	–	–	–	–
Economically Disadvantaged	2	2	–	–

### ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	44	93.2	2
	Math	44	115.9	
	Combined	88	104.5	
Hispanic or Latino	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Multiracial	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
White	ELA	41	90.2	2
	Math	41	117.1	
	Combined	82	103.7	
Students with Disabilities	ELA	7	28.6	–
	Math	7	57.1	
	Combined	14	–	
Economically Disadvantaged	ELA	25	92	2
	Math	25	112	
	Combined	50	102	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	44	93.2	2
	Math	44	115.9	
	Combined	88	104.5	
Hispanic or Latino	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	41	90.2	2
	Math	41	117.1	
	Combined	82	103.7	
Students with Disabilities	ELA	8	25	—
	Math	8	50	
	Combined	16	—	
Economically Disadvantaged	ELA	26	88.5	2
	Math	26	107.7	
	Combined	52	98.1	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	61	43	70.5%	1
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	1	—	—	—
Multiracial	1	—	—	—
White	59	41	69.5%	1
English Language Learner	—	—	—	—
Students with Disabilities	4	—	—	—
Economically Disadvantaged	27	—	—	—

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	46	95.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	2	–
Multiracial	–	1	–
White	✓	43	95.4%
English Language Learner	–	0	–
Students with Disabilities	–	8	–
Economically Disadvantaged	–	27	–

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	46	95.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	2	–
Multiracial	–	1	–
White	✓	43	95.4%
English Language Learner	–	0	–
Students with Disabilities	–	8	–
Economically Disadvantaged	–	27	–

## NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

National Assessment of Education Progress (NAEP) are reported for statewide (New York State) and national results only. District- and school-level results are not reported for NAEP.

### NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

### NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

## NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

## NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

\*There are not sufficient data for this subgroup.

## NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

## STAFF QUALIFICATIONS (2022-23)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	12	2	17%	1	0	0%
THIS DISTRICT	64	9	14%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

## TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	12	0	0%
THIS DISTRICT	64	2	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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# **Financial Transparency Report**

# BAINBRIDGE-GUILFORD CSD

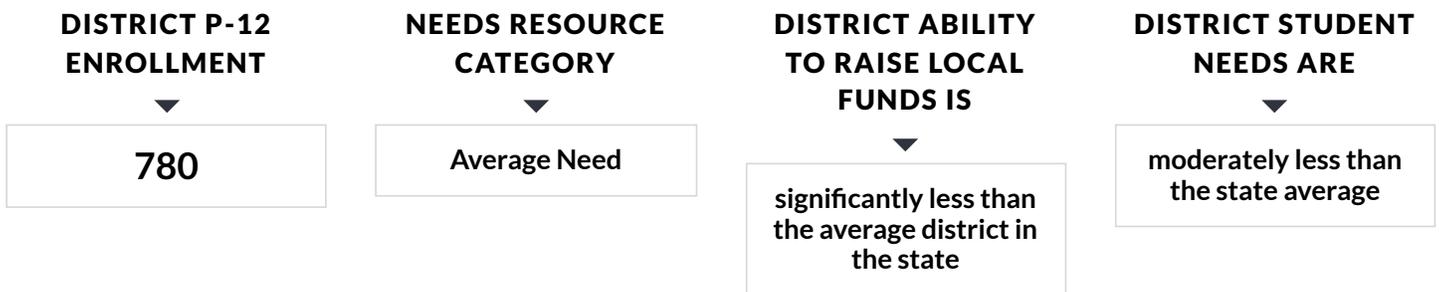
2021-22 School Year Financial Transparency Report

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics



## Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD
All Students	746
Economically Disadvantaged	54%
Students with Disabilities	15%
English Language Learners	—
» Race/Ethnicity	

Staffing Profile	BAINBRIDGE-GUILFORD CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	14%
Teachers with 4-20 Years of Experience %	45%
Teachers with 21+ Years of Experience %	41%

# Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$20,737.00	\$23,531.19	\$25,870.33

## Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)      Central Cost(E-H)      Combined Cost(I)

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$11,045.71
» B. Administration (B1 + B2 + B3)	\$1,057.54
» C. All Other Spending (C1 + C2 + C3)	\$2,748.40
D. Total School Level (A + B + C)	\$14,851.65
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.33
» F. Central Administration (F1 + F2 + F3)	\$2,298.39
» G. All Other Central Spending (G1 + G2 + G3)	\$3,372.94
H. Total Central Costs	\$5,885.66
I. Total Spending (D + H)	\$20,737.31

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J–K)      Central Cost(Pre-L–M)      Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD
J. Total School Level Local/State Spending	\$13,423.03
» K. Total School Level Federal Spending	\$1,428.62
L. Total Central Level Local/State Spending	\$5,534.58
M. Total Central Level Federal Spending	\$351.08
N. Total Spending (J + K + L + M)	\$20,737.31

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)      Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)      Combined Cost(Total Expenditures)

<b>Excluded Expenditures</b>	<b>BAINBRIDGE-GUILFORD CSD</b>
<b>1. Transportation</b>	\$1,072,985.24
<b>2. Charter School Tuition</b>	\$0.00
<b>3. Other Tuition</b>	\$3,791.40
<b>4. Debt Service</b>	\$236,262.00
<b>5. Other</b>	\$5,359,274.72
<b>Percent Excluded from Total</b>	29%
<b>Total Expenditures</b>	<b>\$22,847,412.00</b>

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# BAINBRIDGE-GUILFORD CSD

2021-22 School Year Financial Transparency Report

## BAINBRIDGE-GUILFORD HIGH SCHOOL

Type: Junior-Senior High

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics

**DISTRICT P-12  
ENROLLMENT**

780

**NEEDS RESOURCE  
CATEGORY**

Average Need

**DISTRICT ABILITY TO  
RAISE LOCAL FUNDS**

IS

significantly less than  
the average district in  
the state

**DISTRICT STUDENT  
NEEDS ARE**

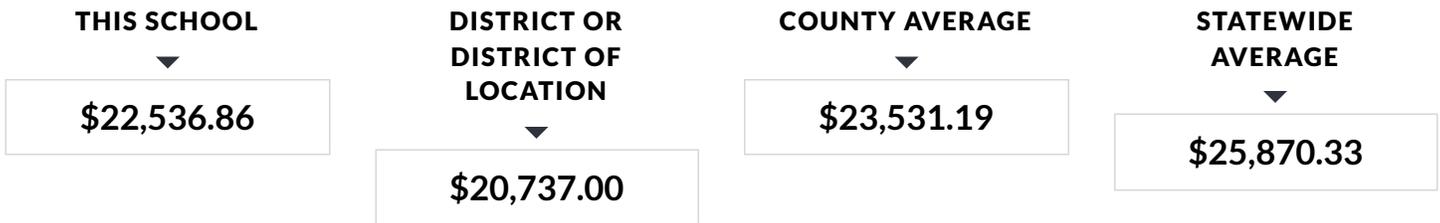
moderately less than  
the state average

## Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
All Students	746	367
Economically Disadvantaged	54%	50%
Students with Disabilities	15%	17%
English Language Learners	—	—
» Race/Ethnicity		

Staffing Profile	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
Student-to-Teacher Ratio	11	10
Teachers with Fewer than 4 years of Experience %	14%	6%
Teachers with 4-20 Years of Experience %	45%	53%
Teachers with 21+ Years of Experience %	41%	42%

# Comparison: How do per pupil expenditures compare?



## Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)      Central Cost(E-H)      Combined Cost(I)

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$11,045.71	\$11,834.92
» B. Administration (B1 + B2 + B3)	\$1,057.54	\$1,211.06
» C. All Other Spending (C1 + C2 + C3)	\$2,748.40	\$3,605.22
D. Total School Level (A + B + C)	\$14,851.65	\$16,651.20
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.33	
» F. Central Administration (F1 + F2 + F3)	\$2,298.39	
» G. All Other Central Spending (G1 + G2 + G3)	\$3,372.94	
H. Total Central Costs	\$5,885.66	
I. Total Spending (D + H)	\$20,737.31	\$22,536.86

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J—K)      Central Cost(Pre-L—M)      Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
J. Total School Level Local/State Spending	\$13,423.03	\$15,857.97
» K. Total School Level Federal Spending	\$1,428.62	\$793.23
L. Total Central Level Local/State Spending	\$5,534.58	
M. Total Central Level Federal Spending	\$351.08	
N. Total Spending (J + K + L + M)	\$20,737.31	\$22,536.86

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)      Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)      Combined Cost(Total Expenditures)

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
1. Transportation	\$1,072,985.24
2. Charter School Tuition	\$0.00
3. Other Tuition	\$3,791.40
4. Debt Service	\$236,262.00
5. Other	\$5,359,274.72
Percent Excluded from Total	29%
<b>Total Expenditures</b>	<b>\$22,847,412.00</b>

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# BAINBRIDGE-GUILFORD CSD

2021-22 School Year Financial Transparency Report

## GREENLAWN ELEMENTARY SCHOOL

Type: Elementary

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics

**DISTRICT P-12  
ENROLLMENT**

780

**NEEDS RESOURCE  
CATEGORY**

Average Need

**DISTRICT ABILITY TO  
RAISE LOCAL FUNDS**

IS

significantly less than  
the average district in  
the state

**DISTRICT STUDENT  
NEEDS ARE**

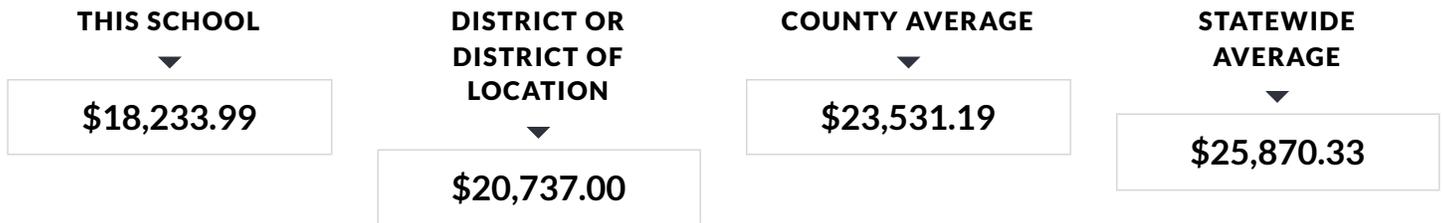
moderately less than  
the state average

## Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
All Students	746	276
Economically Disadvantaged	54%	61%
Students with Disabilities	15%	14%
English Language Learners	—	—
» Race/Ethnicity		

Staffing Profile	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
Student-to-Teacher Ratio	11	12
Teachers with Fewer than 4 years of Experience %	14%	29%
Teachers with 4-20 Years of Experience %	45%	33%
Teachers with 21+ Years of Experience %	41%	38%

# Comparison: How do per pupil expenditures compare?



## Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)      Central Cost(E-H)      Combined Cost(I)

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$11,045.71	\$10,119.07
» B. Administration (B1 + B2 + B3)	\$1,057.54	\$651.71
» C. All Other Spending (C1 + C2 + C3)	\$2,748.40	\$1,577.55
D. Total School Level (A + B + C)	\$14,851.65	\$12,348.33
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.33	
» F. Central Administration (F1 + F2 + F3)	\$2,298.39	
» G. All Other Central Spending (G1 + G2 + G3)	\$3,372.94	
H. Total Central Costs	\$5,885.66	
I. Total Spending (D + H)	\$20,737.31	\$18,233.99

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J—K)      Central Cost(Pre-L—M)      Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
J. Total School Level Local/State Spending	\$13,423.03	\$10,759.11
» K. Total School Level Federal Spending	\$1,428.62	\$1,589.22
L. Total Central Level Local/State Spending	\$5,534.58	
M. Total Central Level Federal Spending	\$351.08	
N. Total Spending (J + K + L + M)	\$20,737.31	\$18,233.99

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)      Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)      Combined Cost(Total Expenditures)

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
1. Transportation	\$1,072,985.24
2. Charter School Tuition	\$0.00
3. Other Tuition	\$3,791.40
4. Debt Service	\$236,262.00
5. Other	\$5,359,274.72
Percent Excluded from Total	29%
<b>Total Expenditures</b>	<b>\$22,847,412.00</b>

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# BAINBRIDGE-GUILFORD CSD

2021-22 School Year Financial Transparency Report

## GUILFORD ELEMENTARY SCHOOL

Type: Elementary

The tables below display per pupil expenditures for charter schools, traditional public schools, as well as district averages that may be higher or lower than an individual school.

All amounts shown on this report (except exclusions) are per pupil of the entire school or district, unless otherwise noted.

| Business Rules

## Economic and Student Characteristics

**DISTRICT P-12  
ENROLLMENT**

780

**NEEDS RESOURCE  
CATEGORY**

Average Need

**DISTRICT ABILITY TO  
RAISE LOCAL FUNDS**

IS

significantly less than  
the average district in  
the state

**DISTRICT STUDENT  
NEEDS ARE**

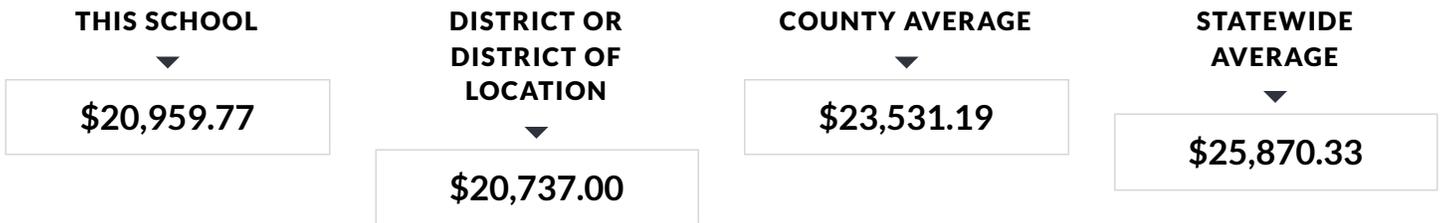
moderately less than  
the state average

## Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
All Students	746	103
Economically Disadvantaged	54%	50%
Students with Disabilities	15%	9%
English Language Learners	—	—
» Race/Ethnicity		

Staffing Profile	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
Student-to-Teacher Ratio	11	12
Teachers with Fewer than 4 years of Experience %	14%	21%
Teachers with 4-20 Years of Experience %	45%	43%
Teachers with 21+ Years of Experience %	41%	36%

# Comparison: How do per pupil expenditures compare?



## Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D)      Central Cost(E-H)      Combined Cost(I)

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$11,045.71	\$10,798.37
» B. Administration (B1 + B2 + B3)	\$1,057.54	\$1,463.84
» C. All Other Spending (C1 + C2 + C3)	\$2,748.40	\$2,811.91
D. Total School Level (A + B + C)	\$14,851.65	\$15,074.12
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.33	
» F. Central Administration (F1 + F2 + F3)	\$2,298.39	
» G. All Other Central Spending (G1 + G2 + G3)	\$3,372.94	
H. Total Central Costs	\$5,885.66	
I. Total Spending (D + H)	\$20,737.31	\$20,959.77

## Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J—K)      Central Cost(Pre-L—M)      Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
J. Total School Level Local/State Spending	\$13,423.03	\$12,266.95
» K. Total School Level Federal Spending	\$1,428.62	\$2,807.17
L. Total Central Level Local/State Spending	\$5,534.58	
M. Total Central Level Federal Spending	\$351.08	
N. Total Spending (J + K + L + M)	\$20,737.31	\$20,959.77

## Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)      Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

## Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total)      Combined Cost(Total Expenditures)

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
1. Transportation	\$1,072,985.24
2. Charter School Tuition	\$0.00
3. Other Tuition	\$3,791.40
4. Debt Service	\$236,262.00
5. Other	\$5,359,274.72
Percent Excluded from Total	29%
<b>Total Expenditures</b>	<b>\$22,847,412.00</b>

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# **Administrative Compensation Information**

Form Due May 13, 2024

2024-2025 Salary Threshold =  
\$169,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2024-2025.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to [EMSCMGTS@nysed.gov](mailto:EMSCMGTS@nysed.gov) indicating the title of the staff persons(s) as well as the other district(s) involved in the cost-sharing.

*The salaries, benefits and other compensation reported in the form should reflect only the financial support or commitment that your district will be making. They should **not** reflect the total amounts budgeted to be paid by all participating districts over the school year.*

Report Estimated Salaries in the Budget for the 2024-2025 School Year

Sections 1608 and 1716 of the Education Law  
(Please read the instructions and definitions before completing this form.)

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	159,232	59,845	9,635

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents  
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

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# **Property Tax Exemption Impact Reports**

NYS - Real Property System  
 County of Broome  
 Town of Sanford  
 SWIS Code - 034289

Assessor's Report - 2023 - Prior Year File  
 S495 Exemption Impact Report  
 School Detail Report

RPS221/V04/L001  
 Date/Time - 4/19/2024 12:33:51  
 Total Assessed Value 4,185,049  
 Uniform Percentage 46.00

Equalized Total Assessed Value 9,097,933

School District - 082201 Bainbrdg Gilfrd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	5	3,750,869	41.23
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	223,805	2.46
41834	ENHANCED STAR	RPTL 425	1	92,022	1.01
41854	BASIC STAR 1999-2000	RPTL 425	1	33,913	0.37
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	3	73,254	0.81
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>16</b>	<b>4,173,863</b>	<b>45.88</b>
<b>Total System Exemptions:</b>			<b>1</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>17</b>	<b>4,173,863</b>	<b>45.88</b>

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Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_

Equalized Total Assessed Value 419,966,103

School District - 082201 Bain-Guilf Cen Sch

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	25	2,867,052	0.68
13650	VG - GENERALLY	RPTL 406(1)	34	3,109,125	0.74
13800	SCHOOL DISTRICT	RPTL 408	7	12,560,321	2.99
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	21,000	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	93,375	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	159,125	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	3,517,592	0.84
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	84,458	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	1,642,250	0.39
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	161,395	0.04
26250	HISTORICAL SOCIETY	RPTL 444	2	85,959	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	131,084	0.03
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	20	482,014	0.11
41400	CLERGY	RPTL 460	1	3,357	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	13	488,385	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	167	7,389,956	1.76
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	3	97,956	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	15	872,793	0.21
41805	PERSONS AGE 65 OR OVER	RPTL 467	19	553,865	0.13
41834	ENHANCED STAR	RPTL 425	392	31,955,022	7.61
41844	En STAR (land belongs to other	RPTL 425	1	5,250	0.00
41854	BASIC STAR 1999-2000	RPTL 425	574	18,737,679	4.46
41864	Basic STAR (land belongs to ot	RPTL 425	4	72,548	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	96,294	0.02
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	10	769,936	0.18
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	4	270,463	0.06
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	42	2,665,568	0.63
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	70,722	0.02
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	31,250	0.01
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	1,025	0.00

Equalized Total Assessed Value 419,966,103

School District - 082201 Bain-Guilf Cen Sch

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>1,369</b>	<b>88,995,794</b>	<b>21.19</b>
<b>Total System Exemptions:</b>			<b>2</b>	<b>1,025</b>	<b>0.00</b>
<b>Totals:</b>			<b>1,371</b>	<b>88,996,819</b>	<b>21.19</b>

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Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_

Equalized Total Assessed Value 33,597,241

School District - 082201 Bainbridge-Guilford

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	9,725	0.03
13510	TOWN - CEMETERY LAND	RPTL 446	1	11,980	0.04
13730	VG O/S LIMITS - SPECIFIED USES	RPTL 406(2)	12	751,656	2.24
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	5	16,431,255	48.91
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	40,585	0.12
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	63,615	0.19
41834	ENHANCED STAR	RPTL 425	9	834,601	2.48
41854	BASIC STAR 1999-2000	RPTL 425	9	302,464	0.90
41864	Basic STAR (land belongs to ot	RPTL 425	1	15,504	0.05
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	137,767	0.41
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>44</b>	<b>18,599,152</b>	<b>55.36</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>44</b>	<b>18,599,152</b>	<b>55.36</b>

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_

Equalized Total Assessed Value 8,265,994

School District - 082201 Bainbridge-Guilfor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	1	3,617	0.04
41834	ENHANCED STAR	RPTL 425	3	245,617	2.97
41854	BASIC STAR 1999-2000	RPTL 425	10	357,870	4.33
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>14</b>	<b>607,104</b>	<b>7.34</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>14</b>	<b>607,104</b>	<b>7.34</b>

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Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

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Amount, if any, attributable to payments in lieu of taxes: \_\_\_\_\_